

PREFACE

OFFICE & UNIVERSITY CONTACT INFORMATION

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Shippensburg University

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GLOSSARY OF TERMS

- **Student Teaching:** The capstone experience for pre-service education majors and teacher certification candidates in other major fields. It marks both an *end* to undergraduate professional education and a *beginning* to the challenging, rewarding career of teaching. It is both a *requirement* for obtaining instructional certification and a *transition* into membership in the teaching profession.
- **Cooperating Teacher:** A tenured classroom teacher assigned to the daily supervision of the teacher candidate. According to the Pennsylvania Department of Education, this person must have at least three years of certified teaching experience on the appropriate certificate; one of which is in the district where the teacher education candidate is assigned; being certified in the content area being sought by the teacher candidate; and having a teaching assignment appropriate to the subject competency of the teacher education candidate.
- **Teacher Candidate:** An undergraduate or graduate student from Shippensburg University enrolled in the student teaching course for academic credit on a full-time basis for one semester. The teacher candidate must meet certain general and academic requirements to enroll in student teaching.
- University Supervisor: The individual assigned by Shippensburg University to serve as liaison between the University, the Cooperating Teacher, and the teacher candidate. In some cases, a teacher candidate may have more than one University Supervisor.
- Field Director: The Field Director is an individual employed by the University that facilitates the relationship between districts and the teacher education program.

LETTER TO TEACHER CANDIDATES FROM THE OPPEO

Dear Shippensburg University Teacher Candidate,

You are about to begin to embark upon your student teaching journey. This culminating experience is one of the most challenging and rewarding components of the teacher education program here at Shippensburg University. You will continue to gain additional practical knowledge as well as an understanding of how educational theory connects to instruction in the classroom. Your student teaching experience will provide you with unique opportunities to improve the lives of students as you hone your teaching skills, knowledge, and abilities.

This is the time to create, learn, and grow from your Cooperating Teacher, University Supervisor, and the students you will serve. As you are now part of an educational team, you will have an opportunity to gain experience both personally and professionally. Savor this time, enjoy each day's challenges and rewards-- and reflect on all that occurs. Remember, you are an ambassador from the Teacher Education Department and are representing Shippensburg University. Your professionalism and performance will not only represent your skills and abilities, but also attest to the quality of the University which you represent.

Best wishes for a successful and rewarding student teaching experience! We are all rooting for you!

Warmest regards,

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Taylor Bigler, M. Ed. Director of the Office of Partnerships, Professional Experiences, and Outreach for Shippensburg University

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THE DRIVING FORCES OF OUR PROGRAM

To all who assist, guide, and encourage—thank you for your generosity to this generation of new teachers! Teacher candidates become effective teachers with the support of many skilled and dedicated people. We are endlessly thankful for your donation of time and knowledge.

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

ACCREDITATION INFORMATION

For full accreditation information, visit the College of Education & Human Services website!

- Council for the Accreditation of Educator Preparation (CAEP) <u>http://caepnet.org/</u>
- National Council for Accreditation of Teacher Education <u>http://www.ncate.org/</u>

MISSION STATEMENTS

Student learning and personal development through highly effective and innovative teaching, complemented by a wide variety of out-of-class experiences, continue to serve as the **hallmarks of a Shippensburg University education.**

The ultimate **goal** is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study. Committed to public service and community-centered in its relationships to the region, the university works closely and collaboratively with other organizations at institutional, programmatic, and individual levels to develop common goals, share resources and invest cooperatively in the future of the region.

Our **Vision?** To be recognized as the premier public university in providing high quality education for students and a wide array of programs and services to meet the needs of South-Central Pennsylvania and beyond. Overall, our **purpose** is to help build a better, stronger South-Central Pennsylvania and beyond, economically, and culturally, through recruiting, retaining, and developing students, faculty, and staff who have the abilities, skills, and values to compete and contribute to their community in an evolving world.

The **Mission of the College of Education and Human Services** is to prepare students to be competent human service professionals and to provide leadership directed toward encouraging collaboration in the development and application of theory, research, policy, resources, practices, and innovative models. Our **goal** is to instill a sense of responsibility, commitment, and professionalism in our students who provide service to people and institutions. At the same time, we strive for expertise in major areas of study by:

- Incorporating a significant liberal arts component into each of the professional programs.
- Identifying outcomes to measure effectiveness of programs.
- Preparing students to demonstrate ethical practices related to common social behavior and legal issues.

The **Mission of our Teacher Education Department** is that our teacher education programs prepare diverse, highly qualified, and reflective educators who address the needs of all learners in an ever-changing global society. We provide a rigorous and responsive environment for learning that engages our students in historically effective, emerging research in education. Authentic learning opportunities are used in diverse classroom settings, which highlight the three campus laboratory schools as models for classroom instruction.

COMMITMENT TO EQUITY

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 Affirmative Action Officer (Title IX and 504 Coordinator), 109 Old Main, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257, or call 717-477-7447. In the spirit of this statement, the **Office of Partnerships, Professional Experiences, and Outreach** assures that all students requesting placement in field experiences will receive equal opportunity for placement regardless of race, color, religion, national origin, age, sex, or handicap.

COMMITMENT TO ETHICAL PRACTICE

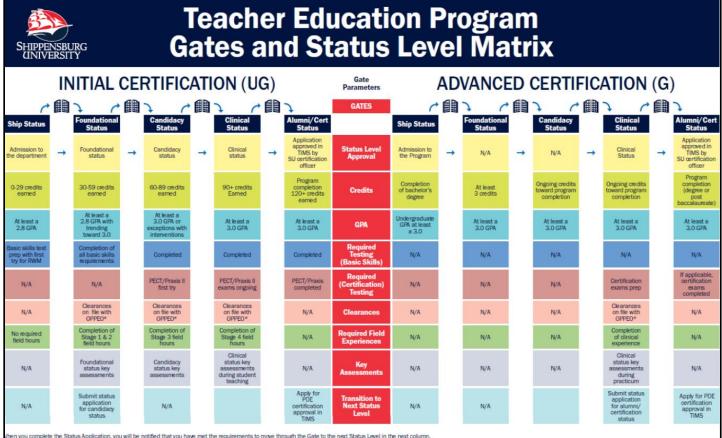
Each of the professionals represented in the College of Education and Human Services is guided by ethical codes of professional practice enforced through the prescribed channels of its profession. From these codes our college has created a unifying ideal that consists of seven ethical statements of principle. These statements reflect the fundamental belief that interprofessional collaboration provides a more comprehensive service system to children, families, clients, students, and institutions than individual disciplines acting in isolation. Therefore, we ascribe to:

- 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 to the highest standard.
- Upholding the trust of those with whom we work.
- Respecting the work of other professionals.

THE PATH TO STUDENT TEACHING AT SHIPPENSBURG UNIVERSITY

TEACHER EDUCATION PROGRAM GATES AND STATUS LEVEL MATRIX

The College of Education and Human Services Dean's office partnered with your Teacher/Educator Preparation Program (TPP/EPP) Departments used this matrix as a resource to help guide and track students through their EPP.



hen you can be proved as more through the gate to the next status been, you may be next use requirements to more unage to be date to use maximized as the contract of the next status been, you will be next status been, you will not which you are not advisor to respond to the Red Flag Candidate letter with an Individualized Action Plan sent to the coehs@shipedu.

to ensure they were on track to be certified educators. The matrix is aligned with the Pennsylvania Dept. of Education's policies. Please note that each Status Level is credit driven and the gate parameters are labeled in the middle red column. The Initial Certification pathway is defined to the left side and the Advanced Certification pathway is defined to the right side. All undergrad TPP/EPP students must follow the Initial Certification pathway guidelines in order to engage in student teaching. Questions or concerns about the Gates & Status Levels Matrix should be directed to the College of Education and Human Services Dean's office at <u>COEHS@ship.edu</u>.

APPRENTICESHIP MODEL CONCEPTUAL FRAMEWORK

The Model: The Apprenticeship Model represents various competencies that scaffold our undergraduate, graduate, and doctoral candidates within a gradual release of responsibility in educational and clinical settings. There are eight competencies that represent a cluster of circles in Shippensburg University's Apprenticeship Model Conceptual Framework. The overall cluster signifies principles of our academic and experiential structure. The individual circles include Content Knowledge, Diversity, Assessment, Instructional Planning, Theory and Research, Dispositions, Clinical Practice and Professional Standards, and Purposeful Pedagogy.

Shippensburg University's Apprenticeship Model Conceptual Framework represents the cognitive, physical, social, and emotional experiences that our candidates encounter through our academic and experiential learning outcomes. The inner cluster of circles represents experts, including faculty and clinical professionals, who guide the apprenticeship candidates as they learn to navigate and synthesize expectations associated with their field of study. Each circle also serves as a guide to chart the paths for candidates' development of knowledge, pedagogical skills and professional dispositions associated within each program. The faculty and clinical partners gradually release the candidates as they take on the responsibility of professional practice in PK-12 educational and clinical settings.

Goals and Competencies: Our faculty, clinical partners, and candidates are committed to implementing the following eight competencies that have been collaboratively designed by members of the EPP and stakeholders in our professional communities. Goals are identified as linked concepts and competencies and identified as candidates' outcomes in classrooms and communities. Overarching themes of teacher effectiveness are represented in these competences. We have integrated foundational principles from CAEP, InTASC, Charlotte Danielson's Domains, and programs that have connected the Apprenticeship Model competencies with SPA and PDE standards. The Apprenticeship Model goals and competencies include:

- Content Knowledge Linked with Learner Development: Candidates Comprehend, Apply and Value Discipline-Based Knowledge in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standards 1 and 4, Danielson Domain 1 and 3)
- **Professional Standards Linked with Instructional Planning:** Candidates Plan and Examine Standards-Based Instruction and Integrated Technology Use to Impact Learning in Classrooms and Communities. (CAEP Standards 1, 4, and 5, InTASC Standards 5, 6, and 7, Danielson Domain 1, 2, and 3)
- **Purposeful Pedagogy Linked with Classroom Environment:** Candidates Implement and Evaluate Instructional Methods to Impact Learning Outcomes in Classrooms and Communities. (CAEP Standards 1, InTASC Standard 3, Danielson Domain 1, 2, and 3)
- Assessment Outcomes Linked within a Systematic Analysis: Candidates Evaluate and when appropriate Redesign Instruction to Strengthen Learning Outcomes in Classrooms and Communities. (CAEP Standards 4, 5, InTASC Standard 6, Danielson Domain 1, 2, and 3)
- Theory and Research Linked with Intentional Instruction: Candidates Use Data Driven Evidence and Decisions to Impact Learning and Development in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standards 5, 6 and 7, Danielson Domain 1, 2, and 3)
- Diversity Linked Across All Stakeholders: Candidates Demonstrate a Respect for All Students' Diverse Learning Needs in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standard 2, Danielson Domain 1, 2, 3, and 4)
- Dispositions Linked with Reflective Practice: Candidates Contemplate Attitudes, Skills, and Beliefs to Ensure Fair and Equitable Treatment of Learners and Professional Partners in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standard 9, Danielson Domain 4)
- Clinical Practice Linked with Professional Responsibilities: Candidates Collaborate with Partners in Classrooms and in Communities. (CAEP Standards 3 and 4, InTASC Standard 10, Danielson Domain 1, 2, 3, and 4)

The Outcomes: The framework for the Apprenticeship Model allows Shippensburg University to contextualize the documentation of undergraduate, graduate, and doctoral candidates' learning outcomes in relation to our philosophy, our mission, and our Conceptual Framework competencies. Key assessments have been collaboratively designed and vetted by an Assessment System Protocol. Each assessment is linked to a specific point in time so that we ensure that we are not only evaluating candidates' knowledge, skills, and dispositions, but that we are also continuously documenting candidates' professional growth and development.



In addition, each **disposition competency** is linked to CAEP/INTASC, SPA, and PDE standards to ensure alignment with national and state compliance expectations for accreditation. Our TED principles are shaped by our vision and mission statements. These statements form the basis for our conceptual framework of best practices. The Apprenticeship Model is included in each teacher education course and aligned with the student learning outcomes. To that end we endorse four key values that support education at both graduate and undergraduate levels. These values include Integrity, Intellectual Spirit, Social Justice, and Stewardship. It is understood that each program will focus on specific aspects of each value whether the program prepares teachers, counselors, reading specialists, principals, or superintendents.

Teacher candidates will be evaluated on these dispositions, based on this rubric, by each Cooperating Teacher and University Supervisor. They will also have an opportunity to self-evaluate. This is done digitally. The **rubric** The Office of includes the four disposition values with areas of focus identified for each. Descriptors are provided for those areas of focus at the levels Unsatisfactory, Developing, Target, and Target Plus One. In the "Evaluations" section of this handbook, a template for said rubric will be provided. Once it is filled out, scores will be submitted via digital survey to the OPPEO.

SHIPPENSBURG UNIVERSITY PROFESSIONAL DISPOSITIONS RUBRIC

E	The candidate demonstrates a commitment to his/her profession, as evidenced by:							
AL TICI	. The candidate has demonstrated	consistent effective communication	in wri	itten & oral formats.				
NN/ AC1	The candidate has demonstrated professional expectations, including appearance, attendance, & prompt & professional responsiveness.							
CATEGORY I: PROFESSIONAL EARNING & ETHICAL PRACTIC	The candidate has demonstrated ethical practices, including confidentiality, fairness, equity, & professional integrity when collaborating with teachers/professors & PK-12 students							
PROF	The candidate has demonstrated informs his/her emergence as a		sional	l decision making, including recognizin	ng subjective & objective data & how it			
The candidate has documented & justified their professional growth & embraces their professional development as an emerging pro-								
JRY S	OVERAL	L, THIS CANDIDATE'S DISP	POSI	TION IN THIS CATEGORY IS	RATED AS:			
INC	TARGET PLUS ONE:	TARGET:		DEVELOPING:	UNSATISFACTORY:			
CATEGORY I: PROFESSIONAL LEARNING & ETHICAL PRACTICE	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.	The candidate's documentation is acceptable & complete & represent consistent positive professionalism	ts	The candidate's documentation is limited or vague & does not represent consistently positive professionalism.	The candidate's documentation is extremely limited/incomplete/ inconclusive & does not represent positive professionalism.			
3 &	The candidate demon			ntify/acknowledge his/her use perspective, as evidenced by:	of feedback to signify a			
ONE	The candidate has demonstrated	an awareness of his/her impact on ot	thers &	& integrates that feedback in an effort t	o document growth.			
THINKING &	The candidate has demonstrated practices.	l purposeful self-reflection of contex	xtual,	cultural, & personal factors that influe	ence his/her clinical decision making &			
	The candidate has demonstrated learning outcomes.	a positive outlook related to all PK	L-12 st	tudents' ability to learn & how his/her	instructional choices influence students'			
ORY II: CRITICAL THINI REFLECTIVE PRACTICE	The candidate has demonstrated learning outcomes.	a positive outlook related to all PK	I-12 st	tudents' ability to learn & how his/her	instructional choices influence students'			
I: C ECT	The candidate has demonstrated	a consistently productive approach to	o prob	blem-solving that builds independence.				
I I I	OVERAL	L, THIS CANDIDATE'S DISP	POSI	TION IN THIS CATEGORY IS	RATED AS:			
GOF RE	TARGET PLUS ONE:	TARGET:		DEVELOPING:	UNSATISFACTORY:			
CATEGORY II: CRITICAL REFLECTIVE PRA	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.	The candidate's documentation is acceptable & complete & represent consistent positive professionalism	ts	The candidate's documentation is limited or vague & does not represent consistently positive professionalism.	The candidate's documentation is extremely limited/incomplete/ inconclusive & does not represent positive professionalism.			
, ION	The candidate demonstrates a commitment to building relationships with peers, professionals, & the community & establishes a positive rapport with PK-12 students, as evidenced by:							
HIP	The candidate has demonstrated his/her positive interactions with PK-12 students in clinical settings & during all aspects of instruction.							
LEADERSHIP, OLLABORATION	The candidate has demonstrated his/her positive interactions with professional colleagues, peers, families, & stakeholders in the role of an emerging professional.							
EA] LL.	The candidate has demonstrated a variety of resources to communicate effectively with various stakeholders.							
III: L & CO	The candidate has demonstrated appropriate productivity while collaborating with peers, professional colleagues, PK-12 students, & the community.							
Y II N &	The candidate has demonstrated	inclusive leadership traits in respons	se to p	professional tasks & responsibilities.				
OR' IOI	OVERAL	L, THIS CANDIDATE'S DISP	POSI	TION IN THIS CATEGORY IS	RATED AS:			
EGACT	TARGET PLUS ONE:	TARGET:		DEVELOPING:	UNSATISFACTORY:			
CATEGORY III: 1 INTERACTION & CO	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.	The candidate's documentation is acceptable & complete & represent consistent positive professionalism	ts	The candidate's documentation is limited or vague & does not represent consistently positive professionalism.	The candidate's documentation is extremely limited/incomplete/ inconclusive & does not represent positive professionalism.			
4	The candidate dem	onstrates a commitment to	inclu	usive & responsive environme	ents, as evidenced by:			
IHS	The candidate has demonstrated	the value of positively impacting PK	K-12 st	tudents, including designing & implem	enting various learning methods.			
RDS	The candidate has demonstrated	an appreciation for differences amon	ng peo	ple & PK-12 students, including their l	earning, language & cultural differences.			
ORY IV: STEWA) FOR DIVERSITY	The candidate has demonstrated students.	an engagement in community building	ing to	cultivate interdisciplinary & interprofe	ssional relationships to transform PK-12			
: ST VEH	The candidate has demonstrated	a commitment to advocating for the	field o	of education & the needs of his/her PK	-12 students.			
Z IV	OVERAL	L, THIS CANDIDATE'S DISP	POSI	TION IN THIS CATEGORY IS	RATED AS:			
ORY 7OR	TARGET PLUS ONE:	TARGET:		DEVELOPING:	UNSATISFACTORY:			
CATEGORY IV: STEWARDSHIP FOR DIVERSITY	The candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.	The candidate's documentation is acceptable & complete & represen consistent positive professionalism	nts	The candidate's documentation is limited or vague & does not represent consistently positive professionalism.	The candidate's documentation is extremely limited/incomplete/ inconclusive & does not represent positive professionalism.			

THE STUDENT TEACHING EXPERIENCE: FROM APPLICATION TO GRADUATION

TEACHER CANDIDATES

PRIOR TO STUDENT TEACHING

Student teaching is more than your final semester at the university. Student teaching is really a 16-week professional job interview. Also remember that school district officials talk with their counterparts in other districts throughout the region so makes a great impression. You never know where your educational journey will lead! Before starting your placement, consider and address the following:

ELIGIBILITY FOR STUDENT TEACHING

All students interested in student teaching must review the Gates Matrix thoroughly. All forms and requirements must be met prior to filling out your Student Teaching Application TWO semesters in advance! No applications should be submitted without a conversation with your advisor and /or department chair.

- Fall 2024 Student Teachers will fill out an application in Fall 2023 (two semesters). Often students for Spring 2024 will use the same application (one semester) but this timeline severely limits departments and districts.
- Departments review and approve the applications which they receive within 3-5 days of the due date. They have ONE week to approve, but are ensuring you meet the legally binding requirements including specific credit hours, a 3.0 GPA, completed past IAPs, transfer transcripts sent, certification information, etc.

STUDENT TEACHING PLACEMENTS

The Office of Partnerships, Professional Experiences, and Outreach makes arrangements with partnering school districts and qualified educators that are willing to host teacher candidates. All placements must be made following a specific district protocol, which is why students are not allowed to communicate directly with a teacher or school.

When making student teaching placements, the Office of Partnerships, Professional Experiences, and Outreach must consider multiple aspects and available resources, including supervisor travel time with other responsibilities on campus. While attempts are made to arrange student teaching placements with the shortest commute for Ship teacher candidates, placements may be made with a school that is up to an hour commute. Prior to student teaching, candidates will be asked where they will be living so that appropriate commuting distances can be accommodated.

However, please note that teacher candidates who choose to live outside of the typical region of partnering districts should be prepared to drive longer distances to reach a placement within the non-negotiable 1-hour travel distance of a University Supervisor.

UNDERGRADUATE TEACHER CANDIDATES MAY NOT STUDENT TEACH:	GRADUATE TEACHER CANDIDATES:
• In a district in which their own children are currently enrolled.	 Who obtain emergency certification with an undergraduate degree are often able to student teach where they are employed. Will have considerations involving the above-mentioned scenarios managed on an individual basis.

These policies are implemented to protect teacher candidates and to provide more diverse student teaching experiences. Exceptions to the policies stated above will only be considered in extenuating circumstances through a systematic process for which documentation from the teacher candidate, district administrator, employer, health care provider or other stakeholder is required.

COOPERATING TEACHERS & UNIVERSITY SUPERVISORS

Students may not request specific Cooperating Teachers or University Supervisors. Students should never email district administrators to request placements, this is the job of the OPPEO.

STUDENT ACCOUNT:

Your student account must be paid in full or cleared, even if you do not have a balance. Details are at <u>www.ship.edu/Student_Accounts/Online_Bill_Payment_Information</u>. If this is not taken care of properly, you

could potentially complete your student teaching semester and not receive a grade. All charges and outstanding fees owed to the University must be paid in full.

- **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 official transcripts from other institutions have been received at SU.
- **Incomplete grades**: All incomplete grades must be completed, and a final grade recorded with the Registrar's Office.
- Gates Status: Ensure that you have met the requirements of the "Candidacy" status of the Gates Matrix and the prerequisites of the "Clinical" status.
- **Graduation application:** Graduation application forms and information regarding application deadlines are available at <u>http://www.ship.edu/Registrar/</u>. You must apply for graduation at the beginning of your final semester.
- **Books/Materials:** Remember to return all borrowed materials. Lost materials may require compensation. University grades cannot be released unless

TIME COMMITMENT:

A time commitment of 60-70+ hours per week to the student teaching assignment is not unusual, so plan to manage your professional and personal responsibilities. Juggling works better for experienced performers—not beginners. Keep your priorities in order; otherwise, things may snowball! Teacher candidates are expected to have the same arrival and departure times as regular faculty in the school district where they are placed. Teacher candidates are expected to follow the school district calendar for all days in attendance.

- Holding a job while student teaching: 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.
- **Participation in athletics:** Be aware that participation in university athletics and similar activities during student teaching is strongly discouraged because of the demands of this clinical practice. 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: Director of Office of Partnerships, Professional Experiences, and Outreach, your Cooperating Teacher, and your University Supervisor. The Office of Partnerships, Professional Experiences, and Outreach, and Outreach determines whether an exception is warranted.
- **Transportation & Travel Time:** Teacher candidates are responsible for arranging their own transportation to and from the assigned school. Allow for travel time to arrive at your school on time. Give yourself sufficient time in inclement weather.

CLEARANCES & PRIOR TRAINING:

A copy of each of the following must be submitted to the Office of Partnerships, Professional Experiences, and Outreach as a group, by each Teacher Candidate prior to the beginning of the student teaching semester. Clearance instruction packets are available on the website and at the office and should be utilized for further and more detailed instructions. You are responsible for the timely procurement and cost of each. If any of the clearances indicate offenses or the TB test indicates "positive," contact the Office of Partnerships, Professional Experiences, and Outreach **immediately** at fieldexperiences@ship.edu.

- Clearance Cover Sheet
- Acknowledgement of Field Placement Expectations Form: Valid for one academic year

- Student Teaching Philosophy Form
- Mandated Reporter Training: Free and PDE-approved
- High Impact Strategies Training: Free through the CAIU
- Youth Mental Health First Aid Training: Free and coordinated by the OPPEO.
- Act 151 Child Abuse Clearance: Valid through the whole academic year
- Act 34 Criminal Record Check: Valid through the whole academic year
- **TB Results (PPD Mantoux test):** Valid for two years unless otherwise requested.
- Act 114 FBI Clearance: Valid through the whole academic year and is for "Education."
- National Sex Offender Registry Certificate: Valid for 5 years unless otherwise requested.
- Act 24 and Act 82 Arrest

You must attempt at least one of your tests PRIOR to your student teaching placement. Our office will verify these scores with PDE on the TIMS system. If you have taken PRAXIS tests in another state, be sure that your scores have been forwarded to Pennsylvania Department of Education and SU. Test scores are not always received at the University or PDE at the same time the applicant receives them. If you receive an e-mail from PDE indicating that specific test scores have not been received, be sure to supply the missing test scores after you have received them. Any questions regarding certification and testing should be addressed to Kim Shaffer, Assessment and Accreditation Coordinator at keshaffer@ship.edu or 717-477-1355.

For information on what certification tests you need to take, view the OPPEO and PDE Certification web pages, where the information is kept up to date or email fieldexperiences@ship.edu.

PROFESSIONAL RESPONSIBILITIES

As a Pennsylvania educator it is your professional responsibility to know and understand the information provided to you on the Pennsylvania Department of Education website. The link to the most up-to-date information can be found here: <u>https://www.education.pa.gov/Educators/Pages/default.aspx</u> When you graduate from Shippensburg University, you will have been provided the framework and opportunity to be a quality educator, but the expectation is that you are constantly and consistently seeking professional development that aligns with a culturally responsive field. Prior to your student teaching experience, you need to research the following:

- 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. More information can be accessed at https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.
- Mandated Reporting: Pennsylvania law requires teachers and school employees to notify child protective services with any reasonable suspicions that a child is being hurt or is hurting him/herself or others in any way. Because you will be in contact with children, you have responsibilities to protect them. If abuse is suspected, you should notify the mentor teacher and field instructor, but not take matters into your own hands. This idea is repeated below:
 - All professionals in Pennsylvania who work with children are legally obligated to report suspected child abuse, including physical, verbal, sexual, or neglect. If you suspect abuse of a child in your placement site, as soon as possible, objectively write down what you saw and/or heard. Immediately contact your class instructor/supervisor to report your concern. It is the instructor's responsibility to report such suspicions to appropriate program administrators, who will follow district policy and procedures.

Each school or district should have procedures for making reports of abuse. Student Teachers are responsible for becoming familiar with the procedures for responding to child abuse in the school district and acting accordingly. If a Student Teacher suspects abuse, it must be reported to the Cooperating Teacher at once and followed up with

a written statement regarding the suspected abuse. Keep a copy of the written statement for future records. Student Teachers should also discuss the suspected abuse with their University Supervisor.

• **Pennsylvania's Code of Professional Practice and Conduct for Educators:** When you become a professional educator in Pennsylvania, you are expected to abide by Chapter 235. The complete code of conduct reads:

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

§ 235.1. Mission.

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

§ 235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the druf to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

(b) In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as fiirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

 (i) the nature, purpose, timing and amount/extent of the communication;

(ii) the subject matter of the communication; and

 (iii) whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfiliment of the commitment to colleagues, educators:

(1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Shall not knowingly and intentionally distort evaluations of colleagues.

(3) Shall not sexually harass a colleague.

(4) Shall not unlawfully discriminate against colleagues.

(5) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities. (c) Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the

PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

(d) Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiouslyaffiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone.

(6) Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.

(7) Shall not 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.

(8) Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession. In fulfillment of the commitment to the

profession, educators:

 Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.

(2) Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.

(3) Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.

(4) Shall not intentionally or knowingly faisify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.

(5) Shall not falsify records or direct or coerce others to do so. computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an

Internet web site, such as social media and social networking web sites, or mobile device applications. Harm—The impairment of learning or any

physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

(a) The primary professional obligation of educators is to the students they serve.

(b) In fulfillment of the commitment to students. educators:

(1) Shall exercise their rights and powers in good faith and for the benefit of the student.

(2) Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.

(3) Shall not sexually harass students or

engage in sexual misconduct. (4) Shall exert reasonable effort to protect

students from harm.

(6) Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.

(7) Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.

(8) Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.

(9) Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(10) Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.

(11) Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws. (5) Shall not intentionally expose a student to disparagement.

(6) Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate

against students. (7) Shall not interfere with a student's exercise of political or civil rights and responsibilities.

 (8) Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.

(9) Shall not knowingly or intentionally misrepresent subject matter or curriculum.

(10) Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.

(11) Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.

(12) Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

(13) Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication. achieved by electronic communication. Inappropriate communication includes

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.5c.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

• 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.

- **Copyright Law:** Student Teachers must adhere to copyright laws pertaining to the use by teachers of photocopies, videotapes, and computer software programs. Under *fair use doctrine*, the law allows teachers to make single copies of copyrighted material for teaching or research but is more restrictive in the use of multiple copies. Short works can be copied. Poems or excerpts cannot be longer than 250 words, and copies of longer works cannot exceed 1,000 words or 10 percent of the work (whichever is less). The law limits the use of copies to one course and limits the material copied from the same author, book, or magazine during the semester. Citations for the purpose of attribution should be used when materials have been copied, adapted, or excerpted.
- Content-Area & Grade-Level Standards: You are bound by many layers of professional standards. As a Student Teacher, the expectation is that you are working towards mastering these competencies—so you need to have an awareness of the:
 - Field Experience Competencies for Stage IV, or Student Teaching: The chart below outlines a description of the Stage IV Student Teaching Experience, the PDE required elements of said stage, 6 domains, and the standards or "competencies" of each domain. See the appendix for a checklist that can be used to ensure that Teacher Candidates are prepared.
 - The Common Core State Standards for your Content Certification Area and Grade Band: The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. Research more at: https://www.pdesas.org/ This site contains an interactive tool where you can search by grade, subject, and unit/topic. It allows you to create an account, complete Act 48 hours, and save preferences, as well.
- Teacher & Student Teacher Rating Tools:
 - Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430): This form is to serve as a permanent record of a Student Teacher/candidate's professional performance evaluation during their stage 4 field experience. Each Student Teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience-- once at the midpoint, and once at the end. A satisfactory rating (1) in each of the four categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete the overall assessment. *Note that all categories must have achieved at least a satisfactory rating in all cases.* A copy of the PDE 430 is kept in the candidate's college file. It is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.
 - Within this handbook you will find more detailed instructions and a physical form to complete.
 - The OPPEO will distribute a digital form for evaluators to submit final ratings and a digital signature.
 - The PDE 13-1 Educator Effectiveness Rubric for Classroom Teacher Observations: Act 13 of 2020 and the Chapter 19 regulations revised the Pennsylvania Educator Effectiveness system beginning in the 2021-22 school year. With these revisions, PDE edited Charlotte Danielson's Frameworks for Teaching by incorporating content related to trauma-informed practices, cultural relevance, remote teaching strategies, career readiness, equity and inclusion, and social and emotional wellness. The revised Frameworks adapt Charlotte Danielson's 2011 "Framework for Teachers" and 2020 "Framework for Remote Teaching." For classroom teachers, distinguished practice often includes setting conditions for student-led learning. the revised Frameworks include culturally responsive and sustaining practices such as: Engaging in inclusive and appropriate communication with students and families; Including culture and language in the consideration of background knowledge; and holding high expectations for all students. These modified Frameworks should inform the Observation and Practice portion of the system. For a thorough view of the framework. which contains discussion questions, templates, and examples, visit:

<u>https://www.pdesas.org/Frameworks/TeacherFrameworks/TeacherEffectiveness/</u>. The example below shows how your eventual scores will factor into your eventual overall educator effectiveness score.

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Rating Period (M/D/Y: M/D/Y):					nal Employee or y Professional Employee	
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		(A) OBSER	VATION & PRACT	ICE		
	Do	main	Rating; (a)	Facto	r: (b)	Adjusted Rating:(a x b)
	I. Planning & Pl	reparation	[0-3]	20	%	[0-0. 60]
	II. Classroom Env	vironment	[0-3]	30	%	[0-0. 90]
	III. I	nstruction	[0-3]	30	%	[0-0. 90]
IV	. Professional Respo	nsibilities	[0-3]	20	%	[0-0. 60]
		(A)	OBSERVATION &	PRACTICE	RATING:	[0-3]
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	*Scores for teachers	a signed to r	(B. 1) nultiple buildings sha	Building Le ll be calculate		[0-3]
(B. 2)) TEACHER-SPECIF	TIC DATA: A	ASSESSMENT, GRO	WTH, IEP G	OALS PRO	GRESS
		Indicator	Rating: (c)	Factor	**: (d)	Adjusted Rating: (c x d)
	As	sessment	[0-3]	[2.5	⁶ %]	[0-0. 75]
	Growth (PVAAS)	[0-3]	[59	6]	[0-1.50]
	IEP Goals	Progress	[0-3]	[2.5	%]	[0-0. 75]
(B) **Absent one, remainin		5% each. A		indicator ass	igned 10%.	[0-3]
*** Rati	ngs for teachers evalu) LEA SELECTED	MEASURES	RATING	50 0 1
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	0: Failing		1: Needs Improvement		2: Proficient		3: Distinguished
	Distinguished, Proficient, or Needs Improvement* shall be considered Satisfactory. Failing shall be considered Unsatisfactory. *A second Needs Improvement rating issued by the same employer within 4 years of the first where the employee is in the same certification shall be considered Unsatisfactory.						
	THE PERFORMANCE RATING SHALL BE DEEMED:						
Satisfactory				U	nsatisf	actory	
	Date:	Ra	ter Name/Position: Chief School Administrator Signature:		tor Signature:		

While Shippensburg University and PDE do not use this evaluation tool in its entirety to evaluate or grade Student Teachers, the OPPEO may provide a modified version to Cooperating Teachers to evaluate students during their time in their classrooms. This will help prepare you for the observations and feedback you will receive once you are hired by a district.

- Within the appendix you will find more detailed instructions and a physical form to complete.
- The OPPEO will distribute a digital form for evaluators to submit final ratings and a digital signature.
- **Professional Organizations & Publications:** You are encouraged to join a professional organization and subscribe to a publication in your field of study to keep up to date with current research and classroom applications. Professional journals and other publications are often included in membership fees. Some organizations have special membership offers for college students/pre-service teachers. Ship programs are affiliated with the organizations listed below. Check with your Cooperating Teacher and University faculty for additional suggestions.

Association for Middle	E Level Education (AMLE)	www.amle.org
National Business Edu	cation Association. (NBEA)	http://www.nbea.org
American Council on T	eaching of Foreign Languages (ACTFL)	www.actfl.org
Council for Exceptional	Children (CEC)	www.cec.sped.org
• International Literacy A	ssociation (ILA)	www.reading.org
National Art Education	Association (NAEA)	www.naea-reston.org
National Association for	r the Education of Young Children (NAEYC)	www.naeyc.org
National Council for So	cial Studies (NCSS)	www.ncss.org
National Council of Tea	achers of Mathematics (NCTM)	www.nctm.org
National Council of Tea	achers of English (NCTE)	www.ncte.org
National Science Teach	ers Association (NSTA)	www.nsta.org
PA Art Educator Assoc	ciation (PAEA)	www.paeablog.org
• PA Association for the	Education of Young Children (PAEYC)	www.pennaeyc.org
PA Business Ed Assoc	iation (PBEA)	www.pbea.info
PA Association for Mic	dle Level Education (PAMLE)	www.pamle.org
Pennsylvania Science T	eachers Association (PSTA)	www.pascience.org

- Placement District & Building Policies: It is your professional responsibility to review and embody the board policies of your placement district. Shippensburg University maintains partnerships with hundreds of local education agencies to provide you with a diverse and fulfilling experience. It is our agreement that Teacher Candidates will follow those policies while in their placements. Student Teachers are not professional employees of the school district and do not have the same legal rights, responsibilities, or protections as a teacher employed by the school district. Students should follow local school district policies related to classroom discipline and other issues.
 - **Board Policies & Handbooks:** It is the student's responsibility to obtain copies of the school's discipline policy and other policy handbooks from the Cooperating Teacher or school administration. Students should carefully review such handbooks and discuss critical policies with the Cooperating Teachers during the early days of each student teaching assignment. This interest demonstrates your

personal qualities that characterize professional conduct in clinical settings. Thoroughly investigate the school's website so you can speak intelligently about the building you are entering.

- School phone and internet policies: Become familiar with your school's policies about faculty and student cell phone and internet use (including Facebook, Twitter, Snapchat, and other social media). This also includes email and cell phone communication between parents and students, teachers and students, and teachers and parents, during and after school hours. See some additional suggestions listed in this handbook.
- Sexual harassment: 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, unwelcome overture: 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 they hold over the student.

STUDENT TEACHING POLICIES, PROCEDURES, & EXPECTATIONS

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

Assisting you with this transformation is a host of 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 grew in professional stature!

You do not, 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.

GETTING TO KNOW YOUR PLACEMENT SCHOOL & COMMUNITY

Meet with your Cooperating Teacher: Contact and arrange to meet with your Cooperating Teacher (CT) as soon as possible. Once you get your folders, emails should be sent to them that same day. Build your CT's confidence in you. Express your appreciation for their willingness to mentor you. Share your enthusiasm for the challenges of the upcoming experience. 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? It is extremely important for you to establish good working relationships with your Cooperating Teachers. Student Teachers should:

- Attempt to set up regular times during the week when you can meet to talk with the Cooperating Teacher. These meetings should remain professional at all times.
- Get a head start: request copies of the curriculum and texts for your placement. Review them!
- Take the initiative in assisting the Cooperating Teacher in managing the classroom and in teaching.
- Try to be consistent with the Cooperating Teacher's classroom management and discipline.
- Not argue with your Cooperating Teacher. Rather, attempt to come to an understanding or discuss the matter with your University Supervisor.
- Not assume that because you learned a different way to accomplish something, that it is the only way or the best way. Be flexible and draw on the Cooperating Teacher's years of experience.

- Remember that you are a guest at the school. You are not there to change or criticize the Cooperating Teacher or the school system.
- Follow the professional dress code instructions of the OPPEO. You are not an employee; you are a guest. A HIRABLE guest in an EMPLOYABLE place.

Community: Become familiar with the school's community. Even if you think you know the community well already, look for something you have not 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. Student Teachers should learn as much as possible about the operations of the school and the nature of the surrounding community.

- Students' professional responsibilities do not end when they leave school property. As a Student Teacher, each will be watched by parents and teachers who will judge whether or not they will be a positive influence on their children. It is up to each student to understand this reality and respond to it in a positive fashion.
- Student Teachers should take advantage of the opportunities to learn as much as possible about the classroom teacher's entire responsibilities including attending PTA meetings, sitting in on parent conferences (with permission), participating in faculty and team meetings, and taking part in extracurricular activities.
- In the school, Student Teachers must be familiar with the Cooperating Teacher's weekly schedule, the school's emergency and fire procedures, the services of the school media/technology center, where teaching supplies are stored, etc.

Programs & Curriculum: Become familiar with the school's instructional programs: in the interest of using best practices and technologies to positively impact the academic achievement of all learners. Obtain curriculum guides, textbooks, and other teaching materials. Inquire about programs being implemented.

GRADUAL INDUCTION AND FULL-TIME TEACHING

Students should begin student teaching assignment by spending time observing the Cooperating Teacher's classroom to learn students' names, become familiar with classroom routines, and develop an understanding of the Cooperating Teacher's expectations for the students. Students will gradually begin to team teach with the Cooperating Teacher and then slowly begin to teach different classes until (by the end of the experience) the student is able to manage teaching the Cooperating Teacher's whole day for a short time. Students will not be expected to begin teaching the first week of student teaching, but by the end of the second weekend, they absolutely should be. It will be a gradual induction.

What does gradual induction look like?

- Ask for a copy of the faculty and student handbooks in order to study them.
- ASK for help. The Cooperating Teacher will be available to help students through any difficulty they may have.
- Do not wait for the Cooperating Teacher to initiate but approach the Cooperating Teacher and ask how to get started. Look for ways to help the Cooperating Teacher. Try to circulate around the room and answer questions or help a student who does not understand. Be proactive. Cooperating Teachers want to see a Student Teacher's initiative, high energy, and enthusiasm for teaching.
- The Cooperating Teacher may have students begin teaching by tutoring or teaching a small group of students in a familiar subject area. Find ways to get involved. Students should be prepared for high levels of stress and physical exertion during student teaching. The demands of planning and executing productive learning activities

for all of your students can leave you exhausted, confused, and discouraged. This is normal, especially during the first student teaching assignment.

Student Teachers must be able to maintain a classroom in which learning can take place. Students should understand the Cooperating Teacher's policies in regard to classroom management and discipline and strive to be consistent with those guidelines. Remember, Student Teachers are guests in this teacher's classroom. Students may not agree completely with the philosophy of education adopted by the Cooperating Teacher; however, the Student Teacher should be respectful and execute their responsibilities as directed. Student Teachers will have plenty of time to develop their own ideas as a teacher when they have their own classroom. Watch and learn. There is much to learn from a veteran teacher.

It is customary for Student Teachers to assume full responsibility for most duties of the Cooperating Teacher for a few days/weeks in each student teaching experience. The Cooperating Teacher, in consultation with the University Supervisor, will determine the best time to begin full-time teaching and how long the Student Teacher will have full teaching responsibilities. Students may be asked to relinquish full responsibility of teaching before the end of the assignment to allow the Cooperating Teacher to smoothly resume most of the teaching before the student leaves.

In some cases, the Cooperating Teacher and the University Supervisor may decide that the Student **Teacher is not ready to handle full responsibilities**. When this occurs, it is usually reflected in the final evaluation grade. Candidates may be given more evaluation to determine growth in placements. In rare situations, the student teaching assignment may be suspended or terminated.

LESSON PLANNING

Student Teachers **must** have lesson plans for all lessons taught, regardless of Cooperating Teacher, building, or district policy. Teachers within that building are trained and certified and are afforded the respect that they know how to lesson plan effectively, because they have passed an educator preparation program. Please note that this is a university standard policy. It is true that each University Supervisor may direct the format of the lesson plan; however, every Student Teacher MUST have a lesson plan for each lesson taught regardless of the supervisor. Please consult with your supervisor to determine the format in which the lesson plan should present.

- The appendix contains several lesson plan formats, widely accepted by our partnership districts, that you may choose from.
- Lesson plans should be written and submitted to your Cooperating Teacher at least one to two days before the lesson or according to a schedule established with your University Supervisor and Cooperating Teacher.
- Student Teachers must develop at least one lesson plan during the semester that addresses cultural diversity. The North Hall Library is a rich resource for developing multicultural-focused lesson plans.
- Student Teachers should expect to invest many hours of outside preparation in developing lessons.
- Student Teachers should incorporate a variety of teaching strategies within student-centered lesson plans.
- Student Teachers should reference the state curriculum standards within their plans.
- Student Teachers should reference strategies for scaffolding and differentiating instruction to meet diverse learner needs within their plans.

PROFESSIONALISM: A WORKING CONCEPT

All teacher candidates must adhere to the Pennsylvania Department of Education Code of Professional Practice and Conduct for Educators. Any teacher candidate, whose behavior is considered unprofessional by the Cooperating Teacher, University Supervisor, OPPEO, Dean, or District Administrator, may be removed immediately from the assignment by the Director of Partnerships, Professional Experiences, and Outreach or by school district administrators. Meetings with the student and appropriate parties will be conducted and decisions will be made with regard to the academic future of the student per an individualized action plan (defined later in this handbook).

Professionalism is so much more than business casual clothing. Professional attire, a polished appearance, and collaborative communication are expected. Presentation of yourself includes physical appearance, body language, and what you communicate via your choice of user-ids, URLs, voicemail messages and vocabulary. If in doubt about what is appropriate, check with your Cooperating Teacher and/or building principal, contact your University Supervisor, or contact the OPPEO Office.

Best Practices for Modeling Professionalism:

- Learn names of students, faculty, & staff: Learn the names of every one 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. Learn the names of faculty and staff as soon as possible.
- Show respect and appreciation: Show respect and appreciation to everyone for allowing you into their building and classrooms. The way you represent yourself reflects Shippensburg University and your classmates' future placements.
- **Connect with other professionals:** Be proactive. Introduce yourself to the teachers, principal, secretaries, librarian, nurse, counselor, custodian, and cafeteria staff. All are rooting for you!
- School Building: Know your way around the building(s): fire exits, offices, cafeteria, auditorium, library, computer labs, rest rooms, stairways, etc.
- **Review Documentation & Policies:** Students should carefully review such handbooks and discuss critical policies with the Cooperating Teachers during the early days of each student teaching assignment. Student Teachers should uphold the Code of Professional Practice and Conduct for Teachers as well as the Teacher Education Disposition Policy (both are printed in the back of this handbook). Possible removal from student teaching may occur if there are problems concerning these policies.
- **Professional Dress:** How a candidate appears reflects the candidate and Shippensburg University. First impressions and patterns of appearance both will influence how students and colleagues perceive and interact with you. Dress appropriately. Candidates also should observe high standards of personal grooming and cleanliness. You are a professional and will be treated as such. Dress in a manner that is consistent with school staff expectations. This is typically referred to as Business Attire/Business Casual. Many school districts have their own dress code for teachers and professional staff; therefore, it is always best to ask at your specific location to be sure that you are not violating their specific dress code policy. As a rule, teacher candidates should be guided by the faculty dress code of their assigned school. **Consider the following resources as our official policy:**
 - <u>https://files.eric.ed.gov/fulltext/EJ1058575.pdf</u>
 - <u>https://www.aaeteachers.org/index.php/blog/802-teacher-dress-codes</u>
- Cell phones & other electronic devices: Silence and put away your cell phone when you enter the school. Model appropriate behavior by putting the students and classroom first. Cell phones should not be out during student recess.

- Carrying in items & accessories: Be mindful of carrying coffee cups, soda, etc. as this does not represent you well as a teacher candidate. In most buildings, students cannot carry coffee, soda, etc.; therefore, the teacher candidate should not.
- **Photography & videos**: Candidates are not permitted to photograph or video-record images of students in their placements for personal use. Under no circumstances should images of students ever be posted to social media or other forms.
- Social Networking: Administrators, Cooperating Teachers, and students often view what candidates post to their social networking sites, to learn more about them. Candidates should take the time to review their social networks with this in mind and remove anything that might be considered inappropriate. You are advised to be cautious when friending or following members of your placement school faculty or staff, particularly during the clinical experience. Consider the extent to which your social media profiles represent you in ways that are favorable to prospective employers and colleagues. Candidates should neither friend or follow students on social networking sites nor invite students to friend or follow them. Privacy and free speech rights permit you to maintain and submit information on the Internet, including postings on Facebook and Twitter, and other social websites. However, you must consider how the information you post may be interpreted and used by colleagues, parents, administrators, and, above all, students. When you decide to post personal and private information on the web, you run the risk of having that information be used publicly, and its use may not be to your benefit. Although you cannot fully control how others judge you, you can control the information from which others make judgments. As adults, students will look to you to model appropriate behaviors and choices. Students may not be able to distinguish between adult choices and appropriate behaviors for children, so please consider these Social Networking Guidelines:
 - Maintain separate sites for professional and personal use.
 - Do not share your username or personal web-addresses or social network accounts with students.
 - If you do have personal web-space, like Facebook, arrange for it to be password protected and readable only by friends or chosen members.
 - Do not permit anyone to post on your site without your approval.
 - Set your privacy settings for pictures so that you would have to approve them if you are tagged in them.
 - If you know that a student has accessed your personal site, make it clear to the student that this is an inappropriate way to communicate with you.

Misuse of social media may result in your removal from a Field Experience, in which case you would receive a grade of Unsatisfactory and will have to retake the course. This will also prevent you from moving onto student teaching. In extreme cases of misuse of social media, you may be removed from the teacher education program.

- **Transportation:** Teacher candidates must not transport school students in any vehicle. This stipulation includes field trips and other activities.
- **Personal Safety:** While you are expected to meet program requirements and follow district teacher expectations for attendance, there may be times that you need to make your own decision based on your own comfort level regarding your attendance when personal safety is involved (for example: driving in snow/ice if a school district does not close or attending with heightened security after a threat was made to the school). If this is a concern for you, please contact your University Supervisor and the Director of Office of Partnerships, Professional Experiences, and Outreach immediately.
 - **Physical Restraints of Students:** The safety of students is the responsibility of the Cooperating Teacher. Teacher candidates are responsible for gaining an understanding of school and classroom discipline

policies but are never allowed to restrain (to hold back using physical force) a student. This can only be done by someone who has completed the necessary training. Teacher candidates are not to participate in physical restraint of students under any circumstance. Teacher candidates are required to provide appropriate assistance in the maintenance of a safe learning environment using techniques such as verbal de-escalation or getting help from appropriate school staff. The Cooperating Teacher should proactively develop a plan that will allow the candidate to appropriately provide support to the classroom when physical restraint procedures are deemed necessary.

• 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 Partnerships, Professional Experiences, and Outreach. Familiarize yourself with your school district's policies regarding harassment.

ATTENDANCE:

Student teaching is a full-time, immersion experience. You are expected to report to your assigned school every day that the school is in session. Keep in mind that your placements are professional development and informal interview opportunities, and school administrators and Cooperating Teachers expect you to be on time. You are required to fill out an attendance form every day of absence/late arrival/early dismissal--no exceptions. Fall Teacher Candidates begin the semester when their coop does, including in-service days. Spring Teacher Candidates begin the first day of the University Semester. Use this link for attendance: https://forms.gle/CG2tyrrPntHT8eZp8

- Teacher candidates are expected to observe the same rules regarding punctuality which apply to Cooperating Teachers. The Cooperating Teacher and University Supervisor will keep a record of lateness. It is the responsibility of the teacher candidate to report lateness to the University Supervisor.
- Teacher candidates are responsible for the full teaching day. The teacher candidate reports to the assigned school while the Cooperating Teacher is required to report and is to remain until the end of the school day following the same schedule as the Cooperating Teacher. By week two, you should be teaching 1 or all classes.
- Attend faculty meetings, parent-teacher conferences (with parent permission), professional development workshops and other meetings intended for teachers.
- 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, you must provide lesson plans for the time you need to miss.
 - Absences must be approved by your University Supervisor. In case of a lengthy absence, contact the Office of Partnerships, Professional Experiences, and Outreach. Anticipate that an extension of your assignment may be necessary.
 - Absences are excused for extreme circumstances such as serious illness, a death in the family, or professional conference attendance. Bereavement information is available upon request.
 - Requests for absence due to attending professional conferences must be completed well in advance. You must arrange coverage for your responsibilities.
 - Bereavement for immediate family includes a day of travel time in each direction, along with the day of the services.
 - Excessive absences could result in an extension of student teaching as determined by the University Supervisor and OPPEO Office. Excessive absences and/or lateness could result in an unsatisfactory in the

Professionalism Domain on the PDE-430 which would result in the teacher candidate with an inability to receive teaching certification.

COVID-19 ADDENDUM

The top priority of the College of Education and Human Services is the health and safety of all students, faculty, and staff. We want you to be fully prepared to teach while also remaining safe during the current situation. We encourage you to communicate with your University Supervisors and the OPPEO Office to express any COVID-19 related concerns. Teacher candidates will follow the work expectations of their Cooperating Teachers, which may include face to face instruction, virtual instruction, or a hybrid model. The teacher candidate will transition to the various learning modalities of the school district as determined by each individual school district and building. Safety Guidelines include:

- Wash hands frequently and/or use hand sanitizer.
- Follow all safety protocols of the district and school building.
- Sanitize your workspace and materials frequently.
- Appropriate social distancing should be adhered to during lunch.
- Maintain a professional attitude about safety protocols.
- Be mindful of where you go outside of school hours. Do not expose yourself to safety risks which could compromise your student teaching.

If you become ill and think the symptoms might be COVID-19 related, please:

- Schedule a test through a health provider of your choice (note: Etter Health is an option).
- Contact the OPPEO Office to notify them of the situation immediately.
- Know the protocols and policies of the district.
- Contact BOTH your University Supervisor and Cooperating Teacher to notify of the situation immediately.
- In order to complete the program and certification requirements, every teacher candidate must meet the academic standards outlined by the program. Please understand that if days are missed during student teaching, these days will need to be made up at the end of the semester. The teacher preparation program at Shippensburg University is but one of many institutions affected by our current situation. Like all institutions, there are many, many factors to consider. We must consider all decisions and policies of the University and each of our school districts with which we partner in making decisions. As you are aware, there will be shifts in learning modalities as plans change within individual districts and buildings. In some instances, these changes will occur quickly.

CONFLICT/CONCERNS

Requesting a Change of Placement: If a Cooperating Teacher or school district requests a change of placement for a teacher candidate due to poor performance or other extenuating circumstances, new arrangements will be made immediately, and an **individualized action plan (IAP)** will be created to support the teacher candidate.

- Due to the amount of time that district representatives and Office of Partnerships, Professional Experiences, and Outreach staff spend making each and every placement, the fact that our policies and procedures impact the delicate and critical relationships SU has with partnering districts, and our goal of building resiliency among our future educators, all other requests to change student teaching placements are not handled lightly.
- We will absolutely help teacher candidates to navigate challenging situations, but that usually does not mean finding a different placement. Our goal is to give teacher candidates the tools and support needed to navigate difficult or uncomfortable situations, which is part of building resiliency.
- If you are experiencing some kind of conflict, you should first address it with your University Supervisor. If the conflict involves your University Supervisor, you should contact the Director of Office of Partnerships,

Professional Experiences, and Outreach. Teacher candidates experiencing conflict will be guided through a conflict resolution process and/or individualized action plan (IAP) by the University Supervisor, Director of Office of Partnerships, Professional Experiences, and Outreach and/or Associate Dean. See specific information in the section titled Resolving Conflicts.

• Should the ultimate decision to change a student teaching placement be made, the Office of Partnerships, Professional Experiences, and Outreach will make appropriate arrangements and communicate with all stakeholders.

Individualized Action Plans: When a problem is identified, the evaluator must submit to the Director of Partnerships, Professional Experiences, and Outreach, in written form, documentation or evidence of issues. The evaluator and the Director of Partnerships, Professional Experiences, and Outreach must maintain written records of all meetings and discussions. The Director of Partnerships, Professional Experiences, and Outreach must maintain written records of all meetings and discussions. The Director of Partnerships, Professional Experiences, and Outreach will provide a memo to the Associate Dean to bring to their attention the possibility of a potential problem. An initiative-taking approach to dealing with the concerns will be initiated, outlined in the following table.

IAP PROCESS						
Step One:						
If the performance of a teacher candidate is evaluated	ated by the Cooperating Teacher	and/o	or the University Supervisor as unsatisfactory, and			
if the prognosis for future satisfactory performan	ce is questionable, the University	y Sup	ervisor must inform the Director of Partnerships,			
Professional Experiences, and Outreach. A con	ference may be set-up by the Dir	rector	of Partnerships, Professional Experiences, and			
Outreach to include, but not limited to the teacher	candidate, the Cooperating Teac	her, t	he University Supervisor, the Associate Dean, and			
	if necessary, the school princip	pal.				
	Step Two:					
· · ·			with the University Supervisor and/or Cooperating			
			expected outcomes. All plans will be shared with			
the Assoc	iate Dean. There are two outcom	les in	Step Two:			
Outcome 1:			Outcome 2:			
If the teacher candidate follows the plan and perfe			the teacher candidate does not improve, additional			
will be reported, in written form, to the Univer	• • • •		steps may be issued and decisions will be made			
Teacher, Director of Student Teaching, the Progra			ependent on the nature of the problem, including			
for Teacher Education. The teacher candidate may	y continue with the assignment.	faili	ng or removal from the student teaching placement.			
Decision A:	Decision B:		Decision C:			
Based on documented evidence, an additional	If the teacher candidate is perm					
individualized action plan may be created with	to continue Student Teaching		may be to terminate student teaching completely.			
actions steps, dates for completion, and expected	another time and/or location,	the	The Director of Partnerships, Professional			
outcomes. The Director of Partnerships,	University Supervisor, in		Experiences, and Outreach, University			
Professional Experiences, and Outreach will	collaboration with the Director	r of	Supervisor, and Associate Dean will meet to			
construct the IAP and work with the appropriate	Partnerships, Professional		review all documentation prior to making the			
people, which could include the University	Experiences, and Outreach, w	vill	final decision of terminating the assignment.			
Supervisor, teacher candidate and/or	assign an I (Incomplete) grade	and	Appropriate members of the above-mentioned			
Cooperating Teacher. The Associate Dean will	extend the student teaching	5	parties will meet with the student to explain the			
review the IAP. The outcome of the additional	assignment in the same semeste	er, if	reason for the termination and will advise the			
individualized action plan will be evaluated by possible, or within the next two		VO	teacher candidate of the option to completely			
Director of Partnerships, Professional subsequent academic semester		re	withdraw from the current semester. The			
· · ·	subsequent academic semeste	15.	withdraw from the current semester. The			
Director of Partnerships, Professional Experiences, and Outreach, University	The teacher candidate must bea	ır all	Withdrawal will be recorded on the final grade			
Director of Partnerships, Professional	The teacher candidate must bea tuition costs, university fees, a	ar all and	Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student			
Director of Partnerships, Professional Experiences, and Outreach, University	The teacher candidate must bea	ar all and	Withdrawal will be recorded on the final grade			

Resolving Conflicts: If you have problems or concerns during your placement with your Cooperating Teacher, a parent, school faculty and/or other school staff, contact your University Supervisor first. While you may have close

professional relationships with other professors who give you great advice, your University Supervisor is the "instructor" for your student teaching "course" and all concerns or confusion about expectations should be directed to them.

- When contacting your University Supervisor about a conflict/concern, specifically explain in writing some or all the issues you are experiencing with your field placement/Cooperating Teacher. Be specific without being judgmental of the teacher and keep your comments to specific actions or instances, not feelings. Your University Supervisor can provide you with guidance in working through the concern, facilitate a discussion with you and the Cooperating Teacher to address the concern, and/or may initiate an individualized action plan (IAP) to provide you with additional support and professional development.
- If you cannot get your conflict/concern resolved through your University Supervisor, contact the Office of Partnerships, Professional Experiences, and Outreach (<u>fieldexperiences@ship.edu</u>). You will be asked to provide documentation of all previous discussions and attempts to resolve the problem with the Cooperating Teacher or through the University Supervisor.

Conflict with University Supervisor: If you have problems with your University Supervisor, please follow the conflict resolution steps below.

- 1. First talk with your University Supervisor (before contacting anyone else). Be sure to express your concern by stating your understanding and seeking clarification of expectations by asking questions.
- 2. If talking with the University Supervisor does not resolve the issue, put your concerns in writing and send them to the Office of Partnerships, Professional Experiences, and Outreach (<u>fieldexperiences@ship.edu</u>). The Director of Office of Partnerships, Professional Experiences, and Outreach will collaborate with the appropriate people, which could include the Associate Dean, Department Chair, University Supervisor, Cooperating Teacher and/or school district representative to understand the problem from different perspectives. The Director will need to meet with the teacher candidate and an individualized action plan (IAP) will be created to outline the steps involved in working towards a solution. The IAP will involve any necessary stakeholders, and it could include professional development, reflective assignments, or additional actions.
- 3. If the Director of Office of Partnerships, Professional Experiences, and Outreach cannot resolve your concerns, contact the Associate Dean at 717-477-1141.
- 4. If the Associate Dean cannot resolve the issue, contact the College of Education and Human Services Dean at 717-477-1373.

Strikes and Walkouts: If your cooperating school operations are interrupted by any labor-management disputes: such as strikes, sit-ins, demonstrations, riots, or walkouts, the University will offer you guidance and excuse you from attendance. Please notify your University Supervisor and the Office of Partnerships, Professional Experiences, and Outreach 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.* Due to the uncertainty of whether an announced strike or walkout would occur or how long it would last, the Office of Partnerships, Professional Experiences, and Outreach can only provide the following guidelines:

• As stated above, a teacher candidate should not participate in a strike, walkout, etc. in any way, nor should you cross a picket line. If a strike does occur, you will not report to your placement that day or any day that a strike is occurring. You can exchange personal contact information prior to that date (if your teacher is willing) as your teacher will not be checking work email during a strike. While your Cooperating Teacher may contact you to inform you of the stop work action, you may also need to follow news outlets.

- If a strike occurs, you will be excused from your placement, but you will be expected to return to your placement when Cooperating Teachers return to teaching.
- Should a strike last for an extended period, the Office of Partnerships, Professional Experiences, and Outreach will collaborate with you and your faculty supervisors to ensure that you will meet graduation and PDE certification requirements.

DISMISSAL/WITHDRAWAL FROM STUDENT TEACHING

Though rare, occasionally a student teaching assignment will be terminated by either the student or the university. Student Teaching is a Shippensburg University course. Student Teachers must complete their assignments to receive a grade in Student Teaching. Therefore, early removal of a student from student teaching leads to either a grade of "F" or an Incomplete.

When a teacher candidate is dismissed from a placement for unprofessional behavior or asked to leave by the school district (for any reason), the College of Education and Human Services is not obligated to give the student a second placement to complete the student teaching experience. When asked to leave by the school district for any reason, the student teaching placement ends immediately. The teacher candidate can petition the Dean to request another opportunity to complete student teaching. Each case will be considered individually. The Dean will consider input from the student's Advisor, Director of Partnerships, Professional Experiences, and Outreach, faculty members, University Supervisor, and an interview with the student regarding the circumstances surrounding the dismissal. Any costs associated with repeating a student teaching placement are the responsibility of the teacher candidate.

Procedural appeals may be made in writing to the Dean of Education, Professional, and Graduate Studies within five (5) University business days from the date they were notified of the decision.

Failing Grades: The College of Education and Human Services personnel are legally responsible for the grade a teacher candidate receives and for the subsequent recommendation for teacher certification. The Cooperating Teacher's grade recommendation will be extremely influential, and, in most cases, the Cooperating Teacher and University Supervisor will agree on the overall evaluation. In cases where the University Supervisor and Cooperating Teacher disagree on the final rating, every attempt should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the Cooperating Teacher, the University Supervisor, and the Director of Partnerships, Professional Experiences, and Outreach. Hopefully, a consensus can be reached.

Voluntary Student Withdrawal or Dropping Student Teaching: The decision to withdraw from student teaching is a major decision with severe consequences. Without student teaching, you cannot complete an education degree or state certification. Such a decision should not be made quickly or lightly. You have the right to withdraw from the semester by the university withdrawal date. Use the information found on the following webpage to make an informed decision and follow proper protocol, should this be a path you take: https://www.ship.edu/academics/academics/academics/academics/academics/academics/academics/academics/academics/academics/academics/registrar/withdrawal-request form/

- Student teaching is a course and as such, it follows the same drop dates as on-campus courses.
- Students should discuss in person the decision to drop student teaching with the University Supervisor and the Cooperating Teacher before dropping student teaching. If a student fails to do so and wishes to student teach in a later semester it will create problems.
- If a student drops student teaching in the middle of an assignment, they should say good-bye to the children before leaving. Public school students often become attached to Student Teachers and are confused and hurt when one leaves abruptly.
- A student who has dropped out of student teaching and wishes to complete student teaching in a later semester must reapply for student teaching and receive permission to retake student teaching from the Teacher Education Council (TEC).

• If a student decides to leave the teaching field, they should contact an advisor to discuss options for completing other degrees.

University Termination of Student Teaching: If a student is found to be acting in a way that endangers children, is in violation of school and/or university policies, is in violation of the law, or shows disrespect and insubordination towards local public school or university personnel, they may be removed / terminated from student teaching at the discretion of the university. The following conditions provide examples of (but are not limited to) what constitutes reasons for an unscheduled removal:

- The students' disregard for the Pennsylvania Code of Professional Practice and Conduct for Educators.
- The students' failure to abide by the field experience guidelines established by PDE.
- The students' failure to demonstrate appropriate teaching dispositions as established by Shippensburg University.
- The students' disregard for the policies, protocols, and procedures established by the host school district.
- The students' inability to build and maintain a positive relationship with the hosting school or teacher.
- The students' breach of confidentiality.
- The students' unsatisfactory academic performance within a school district.
- The students' inappropriate use of technology, including on-line activity.

An unscheduled removal is a very serious matter, and a student may be asked to leave (or not return to) a field placement or course experience without prior notice. If a situation arises that could possibly be grounds for a student being removed from a course experience or field experience, the TEC Chairperson, relevant Department Chairperson(s), and the Field Director (or designees) will work to assess the situation, create a plan of action for changing behaviors that have been questioned, or remove the student from the experience. Where applicable, a student may be temporarily suspended from a field experience or course of study until the necessary coordination of a meeting can be arranged within five University business days. If the Cooperating Teacher, principal, supervisor, or other authorities report unprofessional conduct on the part of a Student Teacher, such reports will receive prompt attention by university officials and appropriate action will be taken. Suspension or termination of student teaching without a tuition refund may result.

Program Removal: A student may be dismissed from an education program as a result of his/her termination from a field experience or from a course. In rare situations such as this, the student will not be allowed to readmit to education programs at Shippensburg University.

SUBSTITUTE TEACHING POLICY

In most circumstances, because of the heavy responsibility that it places on individuals, it is not the practice of the College to allow Student Teachers to serve in the capacity of substitute teacher. However due to the substitute shortages in our partnering districts, Shippensburg University Student Teachers may be employed as a substitute teacher **after the midterm (4 weeks) of the 1st 8 weeks** if **all** the following conditions are met:

- The Student Teacher must obtain a positive recommendation from their first Cooperating Teacher and University Supervisor prior to being used as a substitute teacher.
- The Student Teacher may not be used as a substitute teacher until after the midterm of the 1st 8 weeks of the Student Teacher's college semester.
- An emergency exists (teacher illness, no qualified substitute is available, etc.).
- The school district or substitute company pays the Student Teacher the current per diem rate for substitute teachers. Therefore, the district or substitute company employs the Student Teacher. This policy must meet the requirements of both the school district policy and the teachers' contracts.
- The Student Teacher is never placed in an untenable position, such as feeling forced to substitute teach, for fear of negative professional repercussions.

- The school district guarantees that a full-time teacher or administrator has been designated to function as a contact and resource person for the Student Teacher.
- The substituting may occur in two situations:
 - In their assigned classroom of their Cooperating Teacher.
 - In the same building and certification grade-band.
- The maximum number of days that Student Teachers can substitute teach during their student teaching semester is ten (10) days for the entire student teaching semester up until the 12-week mark.
- Student Teachers will not be permitted to substitute for more than two (2) days in a row without the approval from the University Supervisor in consultation with the OPPEO.
- The Student Teacher must notify their University Supervisor immediately once they learn that they will be substitute teaching rather than student teaching.

Unless a Student Teacher is an approved substitute teacher and is being compensated as such on a particular day in alignment with the guidelines below, as well as Act 86 of 2016, they should not be alone in their host teacher's classroom as they are not a certified teacher.

STUDENT TEACHERS HAVE THE RIGHT TO SAY NO TO BEINNG UTILIZED AS A SUB.

STATE GUIDELINES

The integrity of the student-teaching experience must be protected. A candidate should have supervised experience which allows them to concentrate on applying the skills and knowledge they have acquired in their respective program. The following guidelines are to ensure the experience meets statutory requirements while also providing flexibility for the field.

- Substitute teaching does not replace the minimum 12-week supervised student teaching experience as required under 22 Pa. Code §354. 25(f).
- Post-Baccalaureate students who are working on an internship certificate or as a type 01 long-term substitute in the subject area of their certificate may have the supervised student teaching experience incorporated into the internship or long-term substitute service as long as the student teaching experience satisfies the criteria established in Chapter 354.
- The Student Teacher may not be the teacher of record unless they are a post-Baccalaureate candidate serving in a Type 01 long-term substitute capacity or on an internship certificate as identified above.
- Per 24 P. S. § 12-1219 each teacher preparation program approved by the department shall have a policy regarding allowing an individual undertaking a Student Teacher program under 22 Pa. Code § 354. 25(f) (relating to preparation program curriculum) and satisfying the requirements of section 1201. 1(1) to teach as a substitute in exchange for financial compensation, if the individual has received at least one satisfactory observation related to the individual's Student Teacher program. A teacher preparation program policy may not prohibit substitute teaching by individuals who have received at least one satisfactory observation related to their Student Teacher program.
- Student Teachers (students engaged in student teaching) may serve as a substitute for no more than 10 days for an individual professional or for 20 days for the school year if they meet the requirements of 24 P. S. § 12-1201. 1 and have received at least one satisfactory observation related to their Student Teacher program per 24 P. S. § 12-1219. The LEA (cooperating) teacher and IHE (supervisor) should work together to maintain the integrity of the student teaching experience.
- Student Teachers operating in accordance with the policy required under section 1219 may be compensated as determined by the LEA where they are working.
- Up to 50% of the student-teaching experience may be completed through a teaching experience in a cyber or remote learning environment.

PROCEDURE TO SUBSTITUTE

- 1. Complete substitute process as outlined by the school district for substituting. Most districts are using a sub service provider. Shippensburg University is NOT ESS or STS. They are your employer once you sign up with them.
- 2. Beginning in week four of the student teaching semester, the Student Teacher should utilize the "Substitute Approval Letter" (see forms section of this handbook) and obtain the necessary signatures AFTER they are observed once.
- **3.** The Student Teacher should then submit the completed letter to the OPPEO Office.
- 4. A copy of the completed letter form can be submitted to the appropriate office in the school district. The submission of this letter would prompt the school district to consider the availability of the Student Teacher to function as a substitute teacher for no more than five days during the remaining student teaching semester.
- 5. The Student Teacher must complete the Attendance Google form for each day that they are substitute teaching.
- 6. At any time, Shippensburg University Teacher Education Program reserves the right to revoke the letter of approval for substituting.

PERMANENT EMPLOYMENT

School districts wishing to hire a Student Teacher who has met all state and university requirements, including Professional Seminar, for certification and graduation may make individual requests from the appropriate department and The Educational Field Experience Office to have a student released from student teaching to secure permanent employment. Each case will be reviewed on an individual basis with the best interest of the student in mind.

CAREER PLANNING DURING STUDENT TEACHING

PROFESSIONAL DEVELOPMENT

You are expected to attend and participate in all required professional development seminars under the understanding that the information to be gleaned is part of your candidacy and is pertinent to you in some way or every way. You are expected to fill out post-session surveys so that our office may further design and tailor these sessions to your needs. A schedule with the semester's mandatory professional development seminars will be emailed to you and be posted on the OPPEO webpage. Make sure to follow instructions and respond to emails from the OPPEO in order to ensure your attendance and participation.

UNIVERSITY CAREER CENTER

The Shippensburg University Career Center is a vast wealth of information. Visit their website regularly to explore information on your own relating to interviews, meeting minutes, and professional development.

- Career Center Main Website https://career.ship.edu/ Quick Interview Tips https://www.ship.edu/globalassets/career/10-quick-interview-tips.pdf • https://career.ship.edu/channels/professional-dress-closet/ Raider Ready Professional Dress Closet https://ship.biginterview.com/ • Big Interview (Mock Interview) https://career.ship.edu/channels/create-a-resume-cover-letter/ • Create a Resume/Cover Letter • Finding Opportunities & Employers https://career.ship.edu/channels/finding-opportunities-employers/ https://career.ship.edu/channels/network-connect/
- Network & connect

CERTIFICATION

The Pennsylvania Department of Education (PDE) uses an on-line application process for teacher certification known as the Teacher Information Management System or TIMS. Shippensburg University staff and the Pennsylvania Department of Education (PDE) will process your application as quickly as possible. You can expedite the process by completing the application form accurately and completely.

- To be certified, you need to log on to the TIMS system at <u>https://www.education.pa.gov/Educators/</u> <u>Certification/Pages/TIMS. aspx</u>, complete the application process, and pay the required fee electronically. The TIMS system explains all the procedures to follow to meet all the requirements.
- The TIMS registration process opens on the first day of the month in which you are scheduled to graduate. Please do NOT attempt to begin the process before that date. Make sure you list Ship as your **only** attending institution, even if you have attended other institutions. Student teaching does NOT count as teaching experience so do not list it on your application.
- After all requirements and obligations at Shippensburg University have been met including **program completion**, **PDE 430 Score**, **appropriate GPA**, **and degree conferral**: the Associate Dean, Assessment & Accreditation Officer, and/or Director of Office of Partnerships, Professional Experiences, and Outreach will verify through the TIMS website that you have met all PDE requirements and will recommend that your application be processed by PDE.
- Following a satisfactory PDE review of your application, your certificate will be issued. You are responsible for printing your own copy(s) of your teaching certificate, as necessary. No hard copy will be mailed to you.

EVALUATIONS

DISTRICT & UNIVERSITY PARTNERSHIP

The Cooperating Teacher and the University Supervisor should be as open and candid as possible in their evaluations of the teacher candidate. The teacher candidate should always be fully aware of the assessment of their performance. Each semester, the Office of Partnerships, Professional Experiences, and Outreach will distribute a calendar which identifies the midterm date. Each entity will receive copies of relevant forms. Each teacher candidate will receive formal midterm evaluations (PDE 430 and Modified Educator Effectiveness Rubric) as well as final evaluations (PDE 430, Modified Educator Effectiveness Rubric, and Professional Dispositions) from the University Supervisor and The Cooperating Teacher. The University Supervisor and the Cooperating Teacher should share their respective evaluations and communicate them to the teacher candidate.

Evaluations should be a joint effort between the University Supervisor and the Cooperating Teacher. All evaluation forms are to be submitted to them by the University Supervisor, who will collect them from the Cooperating Teacher. Any concerns with any entity or person within the student teaching community of educators should be communicated to the OPPEO who can be reached via email at fieldexperiences@ship.edu.

The **evaluations** should represent the assessment of the teacher candidate's performance by the University Supervisor and Cooperating Teacher at each juncture, the 4, 8, 12, and 16 marks. The CT, TC, and US should hold a joint meeting to discuss their performance, scores, and next steps. Exemplary or Superior performance should be recognized and reinforced. If, however, the student's performance is considered unsatisfactory, this must be communicated clearly and **as early in the experience** as possible.

- Unsatisfactory ratings at the 4-, 8-, and 12-week marks require a written individualized action plan.
- Unsatisfactory ratings at the 16-week mark or final evaluation point will result in the teacher candidate's **inability to be certified** in their prospective content area and grade band. They must enroll in a new educator program.

• See the Conflicts/Concerns Section of this handbook for more information on IAPs.

EVALUATIONS EXPLAINED

Please ensure that you are using the correct evaluation forms. Thank you for understanding that consistency is needed across all programs. Use the "**Placement Timelines Infographic**" within this handbook to align your practices with the needs and expectations of the teacher candidates. Use the "**Documentation Checklist & Timeline**" within this handbook to align your completion and submission of these documents.

University Supervisor PDE 430 Evaluation Survey (Digital):

1. Use the paper PDE 430 rubric and guide within this survey to guide all 4 of your teacher candidate observations.

- While you will use it for all 4 observations, only the MID (8w) and FINAL (16w) scores count towards certification. If your candidate scores a 1 or 0 at the mid-point (8 weeks) notify the OPPEO.
- When the scores are added between the 2 rubrics to form an overall score—each category must have at least one (1) point in order for the candidate to be certified.
- 2. Submit your MID and FINAL scores digitally, via the link provided to you by the OPPEO.
- **3.** You will receive a digital copy of your answers. Share those emailed results or digitally scanned hard copies of that evaluation with the Student Teacher.

Cooperating Teacher Modified Educator Effectiveness Rubric (Digital):

- 1. Use the paper Modified Educator Effectiveness Rubric at all 4 evaluation points to evaluate.
- 2. At the midpoint (Weeks 7-8) input the scores digitally into the survey that will be sent to you.
- 3. Review and share the evaluation with the Student Teacher.
- 4. Provide a copy to the Student Teacher.
- 5. Repeat this process at the endpoint (Weeks 15-16) and label "final."
- 6. Share the evaluations with the Student Teacher. You will receive a digital copy of your answers, you should provide those to students.

Special Education Cooperating Teachers Undergraduate/Graduate Special Education Student Teaching Performance Profile:

• The digital survey must be completed for any special education teacher candidate by their Cooperating Teacher at the end of the semester.

All Stakeholders Digital Satisfaction Survey:

• This digital survey allows all stakeholders to give honest feedback on the semester, teacher candidates, university programming, and more-- to the OPPEO, which will then distribute data to the relevant departments and stakeholders.

SU Stakeholder (Not Cooperating Teachers) Professional Disposition Digital Survey:

- All parties individually complete this survey.
- Complete at the end of the semester.
- Surveys completed by Cooperating Teachers and University Supervisors do not need to be shared with the Student Teacher.
- "Dual" student University Supervisors may choose to do their first 8-week Student Teachers at the midpoint. Both University Supervisors for "dual" Student Teachers should complete a separate dispositions survey.
- Submit by the date required for submission of grades.

University Supervisors Impact on Student Learning (As Applicable per Program):

- Complete at the end of the semester.
- Complete one survey for each Student Teacher.
- Finalize by the date required for submission of grades.

NEW DOCUMENT APPENDIX

All forms, guides, and documents will now be housed in a separate document appendix for easier access for all parties. Please use those documents as the most up to date resources.

COOPERATING TEACHER INFORMATION: SUPPORTING YOUR WORK IN TRAINING FUTURE EDUCATORS

COOPERATING TEACHERS

LETTER TO COOPERATING TEACHERS

Dear Cooperating Teacher:

The faculty and administration at Shippensburg University extend our gratitude to you for agreeing to mentor a Student Teacher during this critical phase of their education. Your dedication to preparing future teachers is greatly appreciated. Within your Cooperating Teacher packet is a schedule that outlines important dates during the student teaching semester. We kindly request your understanding and support for the Student Teachers' absences on the designated Professional Development Days throughout the semester. Upon receiving their placement information, which typically occurs 6 to 8 weeks prior to the semester's start, Student Teachers have been advised to promptly contact you via email to arrange an introductory meeting. This meeting will serve to discuss your expectations, classroom schedule, and any other pertinent information you believe is important for them to be aware of. Should you have any inquiries or concerns, please don't hesitate to contact the Office of Partnerships, Professional Experiences, and Outreach at 717-477-1487. Additionally, throughout the semester, if you encounter any concerns, please include our office in email correspondence with the University Supervisor. Once again, we express our gratitude for allowing a Shippensburg University teacher candidate into your classroom and extending a warm welcome to them.

Sincerely,

Taylor Bigler, M. Ed. Director of the Office of Partnerships, Professional Experiences, and Outreach Shippensburg University

EVALUATIONS EXPLAINED

All forms, guides, and documents will now be housed in a separate document appendix for easier access for all parties. Please use those documents as the most up to date resources.

FORMS FOR THE OPPEO

You will be asked to complete a W9 and payroll form. They are found on the next 2 pages. Submit them to the OPPEO email fieldexperiences@ship.edu.

Office of Partnerships, Professional Experiences, and Outreach College of Education and Human Services Shippensburg University 1871 Old Main Drive Shippen Hall 354 Shippensburg, PA 17257-2299 Office 717-477-1487 Fax: 717-477-4012



COOPERATING TEACHER PAYROLL FORM

Through action by the Board of Governors of the State System of Higher Education, Shippensburg University is able to pay Cooperating Teachers a basic stipend for the 2022/2023 Academic Year. The following stipend may change pending the State System of Higher Education allocation.

- First year Cooperating Teacher: You will be compensated \$137. 50 for 8 weeks or \$275 for 16 weeks. Note: If you are a first-year Cooperating Teacher for the first eight weeks, you are still considered a first-year Cooperating Teacher for the second eight weeks in the same semester.
- Experienced Cooperating Teacher: You will be compensated \$275. 50 for 8 weeks or \$551 for 16 weeks. If you are mentoring a Student Teacher for a period other than 8 or 16 weeks, the stipend will be prorated accordingly.

Please complete the information below and return to the	Office of Partnerships, Pro	ofessional Experiences, and Outreach.
LAST NAME:	FIRST NAME:	
HOME ADDRESS:		
CITY:	STATE:	ZIP:
HOME PHONE:	E-MAIL:	
SCHOOL DISTRICT:		
SCHOOL BUILDING:		
SUBJECT AREA(S):	GRADE LEVEL(S):
STUDENT TEACHER/TEACHER CANDIDATE NAME: _		
		—

Is this your first Student Teacher from Shippensburg University?
Yes No

UNIVERSITY USE ONLY

Comostor	□ Fall	Year:	20	Placement Information:	Length of Time:
Semester:	□ Spring	Amount:	\$	□ First Half of Semester	□ 8 Weeks
Fund	Center:	Amount:	\$	□ Flist Half of Semester	□ 16 Weeks
		Amount:	\$		□ Other:
Commit	ment Item:	DOC #:		□ Whole Semester	
		DOC #:		□ Other:	

Depart	W-9 November 2017) ment of the Treasury I Revenue Service	Request for Taxpayer Identification Number and Certification Go to www.irs.gov/FormW9 for instructions and the latest information.	Give Form to the requester. Do not send to the IRS.			
Print or type. See Specific Instructions on page 3.	2 Business name/d 3 Check appropriat following seven t individual/sole single-membe Limited liabilit Note: Check t LLC if the LLC another LLC t Is disregarded Other (see Ins 5 Address (number 6 City, state, and Z	a proprietor or r LLC C Corporation S Corporation Partnership Trust/estate by company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶	Exemptions (codes apply only to artain entities, not individuals; see structions on page 3): tempt payee code (if any) temption from FATCA reporting ode (if any) plies to accounts maintained outside the U.S.) address (optional)			
Part I Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN, later. Social security number Note: If the account is in more than one name, see the instructions for line 1. Also see What Name and Number To Give the Requester for guidelines on whose number to enter. Employer identification number Part II Certification						

- Under penalties of perjury, I certify that:
- 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- 3. I am a U.S. citizen or other U.S. person (defined below); and
- 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign	Signature of
Here	U.S. person

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

· Form 1099-INT (interest earned or paid)

 Form 1099-DIV (dividends, including those from stocks or mutual funds)

- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- · Form 1099-S (proceeds from real estate transactions)

Date Date

- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- · Form 1099-C (canceled debt)
- · Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Cat. No. 10231X

Form W-9 (Rev. 11-2017)

By signing the filled-out form, you: 1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. epigene. If applicable, you are also certifying that as a U.S. person, allocable share of any partnership income from U.S. trade or bus is not subject to the withholding tax on foreign partners' share of effectively connected income, and

Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See What is FATCA reporting, later, for further information.

Note: If you are U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

It is substantially similar to this Form W-9. Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are: • An individual who is a U.S. citizen or U.S. resident alien;

An individual who is a U.S. ottizen or U.S. realistent allen;
 A partis-methy, composition, company, or association created or organized in the United States; or Under the laws of the United States;
 An estate (other than a foringin extent); or
 A domestic trust (as defined in Regulations section 301.7701-7).
 Special rules for partnerships. Partnerships that conduct a trade or business in the United States; partnerships that conduct a trade or business in the United States; partnerships that conduct a trade or business in the United States; partnerships that conduct a trade or business in the United States; partnerships that consign, partnerships that consign partnerships that contains a state in a partnership conducting strade or business in the units is partner in a partnership conducting is trade or business in the United States; and a state in a partnership conducting is trade or business in the United States; and a state in a partnership conducting is trade or business in the U.S. status and avoid section 1440 withholding tax. Therefore, if you are a U.S. sprean flate, and the partnership in constant barries in a for business in the U.S. status and avoid section 1440 withholding tax.

persistent personners and person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States.

 In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity; In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and

nor une trutt, and • In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust. Foreign parsen, by your as a foreign person or the U.S. treach of a foreign bank that has elected to be treated as a U.S. person, do not form W-9. Instead, use the appropriate Form W-4 or Foreign 223 (see Pub. 515; Withholding of Tax on Nonresident Aliens and Foreign Entities).

Entities). Tentities) where the entities and the entities of the entity only a nonresident allies individual may use the terms of a tax treatly conly a nonresident allies individual may use the terms of a tax treatly to reduce or eliminate ULS to on certain hypes of income. However, most tax treatiles contain a provision known as a "saving clause." Exceptions specified in the saving clause and permit an excerption continue for certain types of income, your must there are u.S. resident alien of the tax treatly to clause a sub-tion of the saving clause and tax treatly to clause an exception contained in the saving clause and tax treatly to clause a sub-tion. The treatly county, Generally, this must be the same treaty under which you claused exemption from tax as a norresident alien. 2. The treat varide addresation the income.

Construct Construction for the set a nonfresident latent.
 C. The treaty mitcle addressing the income.
 C. The treaty mitcle addressing the income.
 Construction of the tax treaty that contains the saving clause and its exceptions.
 Constructions.
 Construction of the tax treaty that contains the saving clause and its exception.
 The type and amount of income that qualifies for the exemption from tax.

Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Corm W-9 /Dev 11-2017

Form W-9 (Rev. 11-2017)	
The following chart shows types of from backup withholding. The chart above, 1 through 13.	
IF the payment is for	THEN the payment is exempt for
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt payees 1 through 5 ²
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4
1	

See Form 1099-MISC, Miscellaneous Income, and its instructi

However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

payments for services paid by a defail ascottive agency. Exemption from FATCA reporting code. The following codes identify payes that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained cubcies apply to persons submitting this form for accounts maintained cubcies apply to persons submitting this form for accounts which all in the United states, you may leave this field bank. Consults maintained cubcies if you are only submitting this form for account you hold in the United States, you may leave this field bank. Consult with the person active to these requirements. A requester may indicate that a code in not researed by providing you with a form V4 with the Applicable" for exemption code. A - An ornamization account the time for a FATCA.

A-An organization exempt from tax under section 501(a) or any ndividual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentaliti

D-A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

more established securities man-na, securities extended affiliated section 1.127-10(1)(1)) E-A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations extern 1.1472-10(1)(1)) I-A. A dealer in securities, commodilies, or derivative financial instruments [including potional price]iol contracts, butters, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust H—A regulated investment company as defined in section 851 or an entity regulated at all times during the tax year under the Investment Company Act of 1940

I-A common trust fund as defined in section 584(a)

J-A bank as defined in section 581

L—A trust exempt from tax under section 664 or described in section 1947(a)(1)

K-A brok

Form W-9 (Rev. 11-2017)

Visit www.irs.gov/Iden w to reduce your risk.

Page 2 Paga, Example, Article 20 of the U.S.-China income tax freshy allows an exemption from tax for scholarship income received by a Chinese student emportant present in the United State. Under U.S. key, this student student present in the United State. Under U.S. key, this student with contrast resident students and the student student the provisions of Article 20 to continue to apply even after the Chinese student with origination of the U.S.-Chine study (stated Arti 30, 10 kg allows the provisions of Article 20 to continue to apply even after the Chinese student with origination for the study income would attact to 16 form the protocol and is refying on this exception to claim a exemption from the student with angles for this exception to claim a exemption from the wapport that exemption. If you are a norealistic attact on compare and the information described Form W-8 or Form 8233. Brackkin WHTholalding

Backup Withholding

What is backup withholding? Foreion making certain payments to you must under certain conditions withhold and pay to the 1852 20% of used payments. This is called "backup withholding." Payments that may be subject to backup withholding notive littless. The second terms of dividends, broker and batter exchange transactions, rents, royallies, dividends, broker and out on a payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

us routin. Payments you receive will be subject to backup withholding if: 1. You do not furnish your TIN to the requester, 2. You do not certify your TIN when required (see the instructions for Part II for defaulty.

Part II for details). 3. The IRS tells the negaster that you furnished an incorrect TNA, 4. The IRS tells you that you are subject to backup withholding because you did not report all you interest and dividends on your tax return (for reportable interest and dividends only), or 5. You do not certly to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only). Cortain payees and payments are seempt from backup withholding. Reguester of Form W-96 for more information. Also see Special rules for partnerships, earlier.

What is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States parsons. Certain payees are exempt from FATCA propring. See Exemption from FATCA reporting code, later, and the instructions for the Requester of Form W-9 for more information.

Updating Your Information

-proving town microstitiatedfi You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate recoving neportable payments in the future from this person. For example, you may need to provide updated information if port one pay the payment of the provide updated information if the name or TBI changes for the account, for example, if the grantor of grantor trust dies.

Penalties

Perioduces Failure to furnish TN. If you fail to furnish your correct TN to a requester, you are subject to a penalty of 550 for each such failure unless your failure is due to reasonable cause and not to willful neglect. Gwit penalty for false information with respect to withholding. If you make a false estimatement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Page 4 M-A tax exempt trust under a section 403(b) plan or section 457(g)

plan Note: You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed. Line 5

Line o Enter your address inumber, street, and apartment or suile number). This is where the requester of this Form W-9 will mail your information ruturus. If this address differs from the one the requester laready has file, with NEW at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN) Enter your TN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TN is your FIS individual taxpayer identification number (TIN). Enter it in the social security number box. If you do not have an ITIN, see How to get a TIN below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

your SSN or EIN. If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entry's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN. Note: See What Name and Number To Give the Requester, later, for further clarification of name and TM combinations.

further clarification of name and TIN combinations. How to get at TW. If you do not have a TIN, apply for one immediately. To apply for an ISN, get form SS-6, Application for a Social Socurity card, from your local SSA office or get this form mine at www.SSA.gov. You may also get this form miny calling 1+800-772-1813. Use Form W-7, Application for IFN howkain Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an IEN. You can apply for an IEN online to pace-scaling the IFNs website at www.ing.gov/Businesses and Businesse. Go to www.ing.gov/Brunders to view, download, or print Form W-7 and/or Form SS-4, Cry you can go to www.ing.gov/Charlowsteen Jouanes days.

business days. If you are saiked to complete Form W-0 bud on onchave a TNL appy for a TNL and write "Applied For" in the space for the TNL sign and date the form, and give it to the request. For interest and dividend payments, and certain payments made with respect to readly tradable instruments, generally you will have 60 days to get a TNL and give it to the requester before you are subject to backup withholding on payments. The 60-day null does not apply to distriptive of payments. You provide the the payments made with respect to paddy the out payments. The 60-day null does not apply to distriptive of payments. You provide the the payments that you have already applied for a TNN or that you intend to apply for one soon.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

rat 1. u. Certification.
To establish to the withholding agent that you are a U.S. person, or resident atien, sign Form W.G. You may be requested to sign by the withholding agent even it item 1.4, or 5 below indicates otherwise. For a joint account, only the person whose TNIs shown in Part 1 should sign (where negaring). In the case of a diaregraded entity, the person identified on line 1 must sign. Exempt payees, see Exempt payee code, earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIR numbers, passwords, or similar accret access taxpayers for the PIR numbers, passwords, or similar accret access the provide the method of the provide tax the taxpayers of the PIR number forward this message to phishing/80x.gov. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-380-4484. You can apartificate gov or report them at www.fic.gov/complaint. You can contact the FIC at the loarm more about identity theft.gov

Privacy Act Notice

Privacy Act Notice Section 510 of the internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IPA, Archer MSA, or HSA. The information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to citles, states, the District of administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether runt generally withhold a percentage of taxable interest, dividend, and certain penalties may also apply for providing false or fraudulent information.

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2. Check the appropriate box on line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only

me box on line 3

Form W-9 (Rev. 11-2017)

Line 2

Line 3

Form W-9 (Rev. 11-2017)

Line 1

Specific Instructions

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penaltie

You must enter one of the following on this line; **do not** leave this line blank. The name should much the name on your tax return. The name should much the name on your tax return. The name of the person or entity whose number you entered in Part of Form W-0.1 you are providing Form W-10 an FFL do come a joint account, each holder of the account that is a U.S. person must provide a Form W-49.

provide a Form W-9, a. Individual. Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Socurity Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name. Note: TIN applicable. Enter your individual name as a twas entered on your Form W-7 application, line 1a. This should also be the same as the application.

b. Sole proprietor or single-member LLC. Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or "doing business as" (DBA) name on line 2.

d. Other entities. Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

builtings, trade, of CBA reame on firms?. To think the any a. **b**, the constraint of CBA reame on firms?. The constraints are also be decoupled used entity, Fr-US 15 (down late purposes, an entity) that is decoupled used and the provide the constraints and the constraints and the decoupled of the constraints and the constraints and the constraints and decoupled of the constraints and the constraints and the constraints and decoupled of the constraints and the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a divergarded entity for LJS. Idefaril tax purposes has a single owner that is a LJS, person, the LJS conver's name in recy "Jaluniaes name/divergeridd entity, enter the first divergarded entity name on rine 2, "Jaluniaes name/divergeridd entity, enter the first divergarded entity is name on rine 2, "Jaluniaes name/divergeridd entity, enter the first divergarded entity for anome on the Soft Form V-B instead of a Form V-B. This the case even if the foreign person has a U.S. TN. Line 2

c. Partnership, LLC that is not a single-member LLC, C corporation, or S corporation. Enter the entity's name as sho entity's tax return on line 1 and any business, trade, or DBA nar line 2.

I. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1963. You must give your correct TIN, but you do not have to sign the certification.

certification. 2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must gin the certification to backup withholding will apply, you are subject to backup withholding and you are merely providing your correct TIN to the requester you must cross out item 2 in the certification before signing the form.

Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

3. Real estate transactions. You must sign the certification. You may cross out line 3 of the certification.
4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments made in the course of the requester's thate or business for rents, royalities, pools (other than bills for marchandine), medical and basin care sensitions (include payments to coprotional), payments to coprote the signal for a sensitive sensitive of the requester's thate or business for correct of birds of basin care sensitives (include payments to correction), payments to correct in fishing boat crow members and fishermen, and gross proceeds paid to atomeys (including payments to corporations).
5. Mortgage interests pidel by you, acquisition or abandomment of secured property, concollation of debt, qualified tuition payments (birds 529A), IRA, Covertibul ESA, Archer MSA or HSA contributions or distributions, and persion distributions.

What Name and Number To Give the Requester For this type of account: Give name and SSN of:

1. Individual	The Individual
 Two or more individuals (joint account) other than an account maintained by an FFI 	The actual owner of the account or, if combined funds, the first individual on the account ¹
 Two or more U.S. persons (joint account maintained by an FFI) 	Each holder of the account
 Custodial account of a minor (Uniform Gift to Minors Act) 	The minor ²
 a. The usual revocable savings trust (grantor is also trustee) 	The grantor-trustee ¹
b. So-called trust account that is not a legal or valid trust under state law	The actual owner ¹
 Sole proprietorship or disregarded entity owned by an individual 	The owner
 Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)() (A)) 	The grantor*
Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(l)	The grantor* Give name and EIN of:
Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)() (A))	5
Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)() (A) For this type of account: 8. Disregarded entity not owned by an	Give name and EIN of:
Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)() (A)) For this type of account 8. Disregarded entity not owned by an Individual	Give name and EIN of: The owner
Form 1089 Filing Method 1 (see Regulations section 1.871-4(b)(2)() (A)) For this type of account 5. Disregarded entity not owned by an individual 9. A valid trust, estate, or pension trust 10. Corporation or LLC electing corporate status on Form e832 or	Give name and EIN of: The owner Legal entity ⁴
Form 1099 Filing Method 1 (see Regulations section 1.877-4(6)(2)() (A) For this type of account 6. Deregarded entity not owned by an individual 0. A valid brut, estate, or pension trust 10. Corporation 1LC electing corporate status on Form 8582 or Form 5583 11. Association, club, religious, chartatie, educationia, or other tas-	Give name and EIN of: The owner Legal entry ⁴ The corporation

IF the entity/person on line 1 is THEN check the box for a (n) . . . Corporation
 Corporation
 Individual
 Sole proprietorship, or
 Single-member limited liability
 company (LLC) owned by an
 individual and diaregarded for U.S.
 federal tax purposes. orporatio Individual/sole proprietor or single member LLC LLC treated as a partnership for U.S. federal tax purposes,
 LLC that has filed Form 8832 or 2553 to be taxed as a corporation, Limited liability company and ente the appropriate tax classification. (P= Partnership; C= C corporation or S= S corporation) LLC that has tiled Form usure 2 2553 to be taxed as a corporation or LLC that is disregarded as an entity separate from its owner but the owner is another LLC that is not disregarded for U.S. federal to purposes. Partnership
 Trust/estate

Page 3

Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to

wn on the

You. Exempt payee code. Generally, individuals (including sole proprietors) are backup withholding.

backup withholding. Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends. Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions. Corporations are not exempt from backup withholding with respect to attorney? less or gross proceeds paid to attransp, and corporations that provide exportable or horm 1009-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)

requirements of section 401(t)(2) 2—The United States or any of its agencies or instrumentalities 3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities 4—A foreign government or any of its political subdivisions, agencies, or instrumentalities

5-A corporation

6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession

7-A futures commission merchant registered with the Commodity Futures Trading Commission

8-A real estate investment trust

15. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1089 Filing Method 2 (see Regulations section 1.671-4(b)(2)(l)(B))

To reduce your risk: Protect your SSN,

- 9-An entity registered at all times during the tax year under the Investment Company Act of 1940
 10-A common trust fund operated by a bank under section 584(a)
- 11-A financial institution

12-A middleman known in the investment community as a nominee or

Page 5

Give name and EIN of: The public entity

The trus

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

³ You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

* List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see Special rules for partnerships, earlier.

*Note: The granter also must provide a Form W-9 to trustee of trust Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records From Identity Theft

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other orines. An identity third may use your SSN to get a job or may file a tax return using your SSN to receiv a refund.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotlin at 1-800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for For more information, see Pub. 5027, Identity Theft Information for Tapayers. Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking heip in resolving targorbilms that have not been resolved through normal channels, may be eligible for Tapayer Advocate Service (FAS) assistance. You can reach TAS by calling the TAS boll-free case intake line at 1-677-777-4778 or TTY/TDD 1-600-629-4005.

1-000-028-94099. Protect yourself from suspicious emails or phishing schemes. Phishing is the creation and use of email and websites. The most common act is sending an email to a user failedy claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

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· Ensure your employer is protecting your SSN, and Else areful when choosing a tax preparet.
 Be careful when choosing a tax preparet.
 If your tax records are affected by identity theft and you receive a notice from the IRS notice or letter.

² Circle the minor's name and furnish the minor's SSN.

13-A trust exempt from tax under section 664 or described in section 4947

For this type of account: Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments 14. A

UNIVERSITY SUPERVISOR INFORMATION: ENSURING OUR PARTNERSHIPS WITH DISTRICTS AND COOPERATING TEACHERS WHILE MAINTAINING THE VALIDITY OF OUR PROGRAMS

UNIVERSITY SUPERVISORS

Thank you for supporting Shippensburg University Student Teachers and our partnering school districts. You are the frontline representatives of Shippensburg University in the local schools. The better you represent us the smoother relationships will be between us and the districts as we work together to fulfill our mission in teacher education. Without you though, all of this would not be possible. The old saying remains true today...you make a difference!

WHILE VISITING A PLACEMENT:

- Identification/Parking/Clearances: Follow instructions with where to park, where to enter the building, and school signin procedures. Always remember to sign out. In many schools, you will need to show your driver's license, which will then be scanned. In some schools, you may need to show a copy of your clearances. I would recommend carrying a copy with you just in case. Wear appropriate identification (your own name tag or school visitor tag or both)
- School Dress Code: Be conscious of the school district dress codes.
- Travel Reimbursement/Transportation- All faculty who supervise students (graduate or undergraduate) can be reimbursed for mileage incurred during supervisory visits (65. 5 cents per mile effective January 1, 2023). At the end of each month, the faculty member must submit a typed "Travel Expense Voucher" for supervisory trips completed during the month. In the "Purpose of Travel/Comments" section of the voucher, the name of the school building should be listed for each visit. Mileage reimbursement is based on the shortest distance. If the faculty member's home is closer to the school than the University, mileage is calculated from home. A statement indicating that mileage is clocked should be placed at the bottom of the expense voucher.
 - The Travel Expense Voucher is provided in your packet. If the faculty member is traveling a distance more than 15 miles from home/headquarters, meals are reimbursed up to a maximum of \$51/day. (This is determined by APSCUF contract: www.gsa.gov/travel).
 - Travel Vouchers must be submitted on the 5th day of each month, by the end of the month in which travel has occurred.
 - All supervisory travel funds are kept in the Dean's Office, 6511210000. The travel vouchers must be signed by you, your supervisor, and the College of Education Dean. The form is then sent directly to the Dean's office (Ellen Fetter) for processing. After processing in the Dean's office, the voucher is submitted to Accounts Payable for payment.
 - NOTE: Please do not send the travel voucher directly to Accounts Payable. The travel voucher must be approved and signed by the Dean.
 - NOTE: Employees and Supervisors are responsible for ensuring that expenses claimed on Travel Expense Vouchers are proper and accurate. This form must be received by Accounts Payable within 60 days of the return date.
 - Instructions for using a state car:
 - Please contact extension 1622 to use a state car for observations, if possible and available. Cost center, 6511210000, may be used to schedule a state car. See instructions below on how to reserve a state car.
 - When emailing Mike, you will need to provide the date/time needed for pick up and drop off, dates of travel, name of driver, if multiple passengers and the destination for travel.
 - During business hours pickup is located at the Warehouse: his office is in the mailroom. After business hours pick up is at the ROC building / SU Police Station. There is a form that needs to be completed by the driver of the vehicle during pick-up.
 - Change effective 11/2/15: All non-overnight meal allowances claimed on a travel expense voucher will be reimbursed through the payroll system and paid on the current or next open payroll cycle. Per IRS regulations this type of reimbursement will be taxable and will appear on the employee's W2 form at year end. There is no change in the process of requesting this type of reimbursement. It should be requested on the travel expense voucher. Accounts Payable will forward the necessary information to Human Resources for processing.

WHILE SUPERVISING:

• **Communicate With Administrators and Office Staff:** Check in on the initial visit or an early visit. Thank the principal for hosting our students and leaving your contact info with both the principal and the principal's administrative assistant. Check again halfway through to see if there are any concerns. Stop to say "thank you" on your last visit.

- **Communicate with OPPEO Office:** No need for regular updates. We will assume that all is well if we hear nothing. Please bring problems/concerns to the OPPEO before they develop into larger issues. Make sure to document everything if there is any chance it will be coming to the Dean's Office.
 - The Director will do a formal on-site assessment at your request, if necessary, especially if withdrawal/failure is a possibility.
 - **Reporting Problems**: Please contact the OPPEO to discuss any situation that has the potential for developing into a serious (rather than routine) problem. It is always best to have first discussed (and documented) the problem with the Student Teacher **and** the Cooperating Teacher. The OPPEO has policies and procedures for addressing Student Teacher disposition concerns and change of placement requests, and we are here to support faculty in their student teaching supervision experience.
 - IAP: In addition to the information outlined in other sections of this handbook—please note that if you are interested in completing an individualized action plan for a student, you must be communicating all concerns to the OPPEO. There needs to be documented concerns about a teacher candidate's dispositional performance in the form of email. If you receive feedback verbally from a Cooperating Teacher, or in person with a candidate, please email the OPPEO. If you receive feedback in email, forward said emails to the office for record-keeping purposes. When the director is meeting with students, it is helpful to have as much background information as possible to tailor these plans to meet their needs, or to realize they are necessary.
- Student Teaching Calendar: Please check to see that the Cooperating Teacher and Student Teacher have copies of the student teaching calendar and understand the dates involved. This calendar is also posted on the Office of Partnerships, Professional Experiences, and Outreach website.
 - Professional Development Days: There are several mandatory professional development days throughout each semester. Student Teachers should not report to their school on any of these days. Please help Student Teachers and Cooperating Teachers to understand requirements and reasons for these days.
 - Absences: Treat requests for absences (weddings, graduations, etc.) as if you are the principal of a building. For each absence, Student Teachers will need to complete the Google form to maintain an accurate record of absences.
 - Making Up Missed Days: PDE requires 12 weeks for the student teaching experience, and we have 16 weeks in the schedule. This allows us some wiggle room so generally, a missed day or two is not a problem. Major illnesses will be dealt with on an individual basis. Remind co-ops and students when you see them that they are to let you know as well as the OPPEO Office if they will have an absence. Students should contact both you and the OPPEO Office regarding any absences. Anything beyond a 5th missed day should be made-up.
- **Professional Conversations:** Please keep conversations with your Student Teacher professional and do not speak poorly of the co-op, other Student Teachers, university staff, or the school district to the Student Teacher for any reason. Do not compare Student Teachers. If you have concerns, please bring concerns to the Office of Partnerships, Professional Experiences, and Outreach.
 - **Teaching Methods**: Please do not correct or debate with the Cooperating Teacher about any classroom issues at any time. Also, we need to be mindful of their curriculum and our own practices. We need to respect the curriculum and programs that they teach, without judgment, and share our opposing opinions in a way that facilitates mutual respect and a desire to learn and understand. We are guests in their classrooms and are representing Shippensburg University.
 - Do Not Interrupt Classroom Instruction: Please never interrupt the classroom teaching setting to correct a Student Teacher even if the co-op is not present. If the Student Teacher asks you for help, make your own judgment. Also, the little ones especially are going to find you interesting in the classroom. It is best not to interact with K-12 students in the class except before or after class period. You are there to observe and evaluate the Student Teacher, not the K-12 students.
 - **Correction of Assignment Information**: As you visit Student Teachers, please check the assignment sheet emailed to you to ensure that all details are accurate. Please report any discrepancies to the Office of Partnerships, Professional Experiences, and Outreach.
 - **Communicating with Teacher Candidates:** Remember to identify good teaching practices you observed. Ask questions about things you did not prefer instead of telling the student they are not practicing good teaching strategies. Identify (or have the Student Teacher identify) things that could have been done differently and ask how it might have been done differently (reflection). If there are major things that need to be changed/improved, put those expectations in writing and give student and co-op a copy of your expectations.
 - Supervisory Visits & Assessments: You are required to make at least four formal supervisory visits to each Student Teacher in addition to the introductory visit and final visit you make. In the case of dual placements, at least three visits should be made to each placement. As circumstances warrant, additional visits are encouraged. In a self-contained classroom or in an extended block schedule setting, this should last a minimum of one hour. In a middle/high school setting, minimum of one full period if that period is at least 40 minutes in length. Several districts

are requesting a record of supervisor visits, so we need to begin documenting that information. Please keep a log of your visits as you may be asked to produce this documentation.

- An **initial meet and greet** visit during the first week or so are necessary. This is the first step in building an effective partnership. Frustration arises with Cooperating Teachers when they have not received communication from the University Supervisor.
- **4 formal assessments** are required by Shippensburg University: 2 during the first 8 weeks and 2 during the second 8 weeks. This is time observing the Student Teacher instruct in front of a group of students and is in addition to any other activities done while in the building.
- Each formal assessment needs to be followed by a conference with the Student Teacher and co-op. Conferences should be within 24 hours of the actual observation. Three-way conferences work best but having two individual conferences is an acceptable alternative if a three-way conference cannot be scheduled.
- Evaluations:
 - The mid-mid-point evaluation will be the hard copy of the PDE 430 given at the 4th and 12th week so that Teacher Candidates can receive written, verbal, and documented feedback—and should be used halfway through the 1st 8 weeks (4 weeks) and halfway through the 2nd 8 weeks (12 weeks). These are available in Word format so you can type directly onto the form.
 - PDE 430 Digital Forms: These assessments are a fillable form that students will use when they are applying for jobs. At the conclusion of 8 weeks, the PDE 430 form that is completed should be labeled "mid." The "final" PDE 430 is done at the 16-week mark, regardless of how many placements the teacher candidate has had. They cannot be certified unless they are complete, and their scores are "passing." It requires the student signature, as well as your signature.
 - **Cooperating Teacher Assessments:** Please take the time to ensure that Cooperating Teachers are aware of expectations with Cooperating Teacher evaluations. You are the face of the University; therefore, ask them if they have any questions or need any assistance with the completion of the forms. Their evaluations are essential for you to review, as you determine the grade for your Student Teacher(s). The Cooperating Teachers observe the Student Teacher every day and encompass the knowledge on their areas of strength and growth. You are responsible for collecting these forms and turning them into the OPPEO.
 - Other Assessments: The Impact on Student Learning Rubric and Profession Dispositions Survey will be distributed digitally. None of these documents will be shared with students but are for accreditation and program purposes. Please review the handbook for additional details.
- Accurate Grades and Evaluations: Please discuss grades candidly with the Student Teacher and Cooperating Teacher sooner, rather than later. Certainly, by mid-assignment a Student Teacher should be given some initial idea of how you are evaluating his/her performance. Be as specific as possible in delineating the areas in which remediation is needed and seek the advice of the Cooperating Teacher. Work with the co-op whenever possible in planning daily intervention and support to the student. Please give the Student Teacher the grade they have earned. Our role is to tell the professional community the quality of our candidates as accurately as possible. An "A" given to a student who is "not prepared" gives the K-12 community concerns about our program. Also, please make sure that your scoring of the PDE 430 form "matches" the grade you give for student teaching. A grade of "C" does not line up well with a PDE 430 form that has everything marked as "exemplary." Candidates who earn an A or B or C are eligible for certification. If you do not feel the candidate qualifies for certification, a "D" grade is appropriate. However, it must be accompanied by "unsatisfactory" scores in a considerable number of PDE 430 categories. All satisfactory scores and a total of 4 points does not align with a "D" grade. Share with the Student Teacher that "not" receiving all "exemplary" evaluations on the PDE 430 does not indicate a "B." Incompetence in student teaching should be graded a "D" or "F" and not an "T" or "Q."

The OPPEO is exploring digital submission options for semester documentation. It is extremely likely that you will be uploading all documents into D2L or via Qualtrics Survey. Remember, you are responsible for turning in evaluations from the Cooperating Teachers. Please check your emails regularly for more information.



UNIVERSITY SUPERVISOR USE ONLY

Must be entered in SAP and provided by funding dept(s). **Funds Reservation No**.

TRAVEL REQUEST FORM

A	Traveler's First Na	am	e: T	raveler's Last Na	ame:	Department/C	Office:	(Cost Center(s):								
	Destination: (city &	& s	state/country)		Person(s)	Accompanying Y	lou:]	Date(s) of Trip:								
	Purpose: (Please do																
B	Mode of Travel:		e):														
С	*If traveling over 80 I Intended Funding	□ Other (please note):															
D	Prepayment Request Options				_	ocket expenses will ilable for most stu				orox. 1 week pr	ior to tr	avel).					
			Home Address:														
	*Please provide information for			-	(attach copy	y of registration fo	orm/info	ormation; incl									
	blocks checked.		Payable To:						Pε	yment Due B	y:						
E		1	Transportati	on: Private car	' (at \$0	per mile) / □ Oth	er:		1								
		2	Lodging (in	cluding taxes):					2								
		3	Meals:						3	3							
		4	Tolls:						4								
	Travel Cost	5	Parking:			5											
	Estimate		Miscellaneo	us:	6												
				ate: (add line 1 th		7											
				Fees: (G/L 6160)			, 8								
		_	-	Travel Allowance		Signature:			9								
F		-				Ŭ	uha M	will Vanag and	- I	d 9	□ Yes	🗆 No					
Τ.	International																
	Travel		Are you traveling with university-owned electronic storage devices such as laptops, smart-phones, or external USB hard drives? \Box Yes \Box No														
	Disclosure	A	Are you traveling with electronic devices containing technical data related to military or equipped with														
	*For international travel only	dual-use technology? *More details at www.ship.edu/publicservice/forms/ 'Foreign Travel Disclosures'															
			(*If you answe	contact IPSSP	at 7	17-477-1251.										
G		1	Travelei	First Name:		Last Name:		Signature:			Date:						
	Sequential Authorizations and Dates	2	Chairpers or Supervi			Last Name:		Signature:		Date:							
		3	Director Or Dean			Last Name:		Signature:		Date:							
H	Executive Authorization	1	Vice-Presid or Provos			Last Name:		Signature:			Date:						
	*Both approvals required for international travel	2	Presiden	First Name:		Last Name:			Date:								

TRAVEL POLICIES FOR UNIVERSITY SUPERVISORS OF STUDENT TEACHERS

All faculty who supervises students (graduate or undergraduate) can be reimbursed for mileage incurred during supervisory visits (65. 5 cents per mile effective January 1, 2023) by submitting Travel Expense Vouchers. Travel Expense Vouchers are audited to ensure compliance with policy. Board of Governors' Policy <u>1986-07-A</u>, <u>Travel Expense Regulations</u>, section C. 2. states that employees are to travel via the most economical means available. A cost benefit analysis, taking fuel into consideration, reveals that it is more economical to rent a vehicle if travel exceeds 80 miles per day. Reimbursement for travel by way of a personal vehicle is only the most economical for trips less than 80 miles per day. **Again: Beyond 80 miles, please contact Fleet Services to see if a fleet vehicle is available.**

- Please remember that, per the State System's Travel Expense Regulations Policy, we are "to exercise prudence and economy" when incurring expenses; larger vehicles are more expensive and should only be used when necessary.
- Please note, per SU policy, "an employee who does not use the most economical means of travel available, consistent with the purpose and constraints of the travel, will be reimbursed as if the most economical means of travel has been used."

If available, a university fleet vehicle **should be used for all travel within a 250-mile radius of campus.** If a fleet vehicle is not available, University faculty and staff have access to standard/intermediate sized cars for \$35. 54/day via the State's contract with Enterprise Rent-A-Car.

- All reservations can be made online, which is the preferred method, via https://elink.enterprise.com/en/shpnbrg. html
 - Choose between having the vehicle delivered to the University or Pick-up at Enterprise Branch Location.
 - If a verbal reservation must be made, it's imperative that Account XZ57187 is referenced.
 - It may be needed during the reservation process or may be required when signing out the car at the Enterprise Branch, but at some point, in the process, the University's Billing Number will be needed. Please be sure to have access to this: Billing Number 16548472.
- The University's Administrative Services Manager must be made aware of the rental date, time needs, and size of car needed. Details will be relayed to warehouse staff so they are expecting to receive the vehicle from Enterprise and will have the keys accessible when needed.
 - If pickup or return of keys occurs during fleet dispatch counter hours (8:00 AM: 4:00 PM), keys will be available for pickup and/or able to be returned to the warehouse fleet dispatch counter.
 - If keys are to be picked up prior to or after fleet dispatch counter hours, keys will be available at the University's Police Department counter.
 - If your return is prior to or after fleet dispatch counter hours, the keys should be taken to the University's Police Department counter.
- Whether picking up the vehicle or returning it to campus, the vehicle should always be parked in the warehouse/fleet parking lot with gas refilled to its previous state.

At the end of each month, the faculty member must submit a typed **Travel Expense Voucher** for supervisory trips completed during the month. The Travel Expense Voucher is provided in the handbook.

- All supervisory travel funds are kept in the College of Education Dean's Office.
- In the "Purpose of Travel/Comments" section of the voucher, the name of the school building should be listed for each visit.
- Mileage reimbursement is based on the shortest distance. If the faculty member's home is closer to the school than the University, mileage is calculated from home. A statement indicating that mileage is clocked should be placed at the bottom of the expense voucher.
 - If the faculty member is traveling a distance more than 15 miles from home/headquarters, meals are reimbursed up to a maximum of \$51/day. (This is determined by SPSCUF contract: <u>www.gsa.gov/travel</u>).
- The travel vouchers must be signed by the faculty (University Supervisor), their supervisor, and the Dean of the COEHS, and then sent directly to the Dean's office for processing at <u>COEHS@ship.edu</u> within 60 days of the return date.
 - It is the responsibility of the faculty and their supervisor to ensure documentation is accurate and timely.
 - After processing is complete, COEHS Dean's Office submits the voucher to Accounts Payable for payment. Do not send vouchers to Accounts Payable directly or independently as they must be signed and approved.

The most updated information on travel will always be found within the Forms folder in the S: Drive. Please contact the entities involved with fleet vehicles, expense accounts, and travel police pertaining to this information.

- Enterprise Emergency: 24/7 assistance for breakdowns, accidents, etc. (800-307-6666)
- Shippensburg University Police (717-448-1444)
- Administrative Services: Vehicle Dispatch, Accounts Payable Office, & Administrative Services Manager (717-477-1121)

TRAVEL REQUEST FORM INSTRUCTIONS

- A The traveler's name, department/office, cost center(s), destination, date(s) of travel, and purpose of the travel must be identified. The destination should be a specific city and state/country. If traveling to a college or university, include that with the city and state/country. Avoid abbreviations in the **Purpose** field, since these may not be known to a reviewer of this form. If someone is accompanying you, add their name(s) in the appropriate field.
- B Specify all modes of transportation required to reach your destination. Board of Governors Policy 1986-07-A states that "the most economical means available, including automobile rentals, should be used consistent with the purpose and constraints of the travel. An employee who does not use the most economical means of travel available, consistent with the purpose and constraints of the travel, will be reimbursed as if the most economical means of travel has been used." If traveling over 80 miles per day, an Enterprise rental car becomes the preferred mode of transportation. An intermediate sized car from Enterprise can be rented for approximately \$36. 00/day. More information on the rental car process is available on the Shippensburg University website. If you are checking 'other,' please provide further details.
- C Indicate the intended funding sources associated with supporting this travel. If you are marking the option 'other,' please provide further details.
- D If a Travel Advance or Prepayment of Registration is requested, check the appropriate box, and provide the information required/needed in the section. Travel advance checks need to be picked up in Accounts Payable (OM 209). For prepayment of registration, make sure that the *Payable to* section is filled out and the *remit to address* is noted on the form or highlighted in the attached registration information. Remember that this form needs to be turned in to Accounts Payable at least 10 business days before the travel advance check date or registration payment deadline date. The Travel Advance option is NOT available for most student research grants including UGR and GR grants. Student researchers should contact IPSSP (717-477-1251) for further explanation.
- E Complete the estimates and add the total in the appropriate space provided.
- F For international travel, make sure to answer each question by checking the appropriate boxes. If you answered "Yes" to any of the questions, make sure to contact IPSSP (717-477-1251). More details can be found ON THE Shippensburg University website by clicking the *Foreign Travel Disclosures* link under the Travel section.
- G The form must be signed by the: 1) Traveler, (2) Department Chair or Supervisor, and (3) Dean or Director. For international travel, the Vice President and President must also sign the form.
- Note: A **Funds Reservation** must be entered into the financial accounting system to encumber funds <u>prior</u> to the travel occurrence. The Funds Reservation Number must be noted on the top, right corner of the form. If travel is for a non-funded, official University business-related purpose, this form still must be completed and filed within the department. Questions? Please have your Department Chair or Dean's Office contact Accounts Payable on ext. 1157.

TRAVEL EXPENSE VOUCHER INSTRUCTIONS

- 1 Employees are not eligible for reimbursement of transportation expenses between residence and headquarters. When an employee is required to travel directly from home to a work or conference site, the distance from home to work site, or headquarters to work site, whichever is shortest, will be used to calculate mileage.
- 2 If Transportation Order used, attach copies 3 & 4 of T. O.; do not include in TOTAL REIMBURSEMENT CLAIMED. Original receipts required for plane, bus, train; original receipt required for taxi in accordance with current SSHE Travel Regulations and Commonwealth of Pennsylvania Travel and Subsistence Expenses Management Directive.
- 3 If Hotel Order used, attach copies 3 & 4 of H. O. with copy of hotel bill; do not include in TOTAL REIMBURSEMENT CLAIMED. Original receipts required, both hotel bill and method of payment. If hotel expenses exceed maximum allowable by regulation, justification required.
- 4 Please note that allowance for meals does not require receipts. However, they are not flat rates and only amounts expended may be claimed. Collective bargaining agreement provisions apply to meal allowances.
- 5 Receipt required. A copy of the conference brochure or registration form must be submitted with the Travel Expense Voucher. If Registration was prepaid by university, indicate Prepaid Registration; and do not include in TOTAL REIMBURSEMENT CLAIMED.
- 6 Original receipts may be required, in accordance with current SSHE Travel Regulations and Commonwealth of Pennsylvania Travel and Subsistence Expenses Management Directive.

Note: Staple receipts to back of travel expense voucher.

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