**Shippensburg**

**U N I V E R S I T Y**

**OFFICE OF FIELD EXPERIENCES & PARTNERSHIPS**

**Student**

**Teaching**

**Handbook**

**2018-2019**

**A Guide for Student Teachers, Cooperating Teachers, and University Supervisors**

PLANNING ASSESSING REFLECTING

<http://www.ship.edu/coehs/field-services/office_of_field_services/>

**SHIPPENSBURG UNIVERSITY**

**HANDBOOK FOR STUDENT TEACHERS**

Shippensburg University is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, color, religion, national origin, age, sex or handicap. This policy is placed in this document in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 503 and Section 504 of the Rehabilitation Act of 1973. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct equal opportunity inquiries to the Affirmative Action Officer (Title IX and 504 Coordinator), 109 Old Main, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257, or call 477-7447.

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

**FOREWORD**

Student Teaching is 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.

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

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

**Office of Field Experiences and Partnerships**

**College of Education and Human Services**

**Shippen Hall 354**

**fieldexperiences@ship.edu**

**717-477-1487**

<http://www.ship.edu/coehs/field-services/office_of_field_services/>

**Shippensburg University**

**1871 Old Main Drive**

**Shippensburg, PA 17257-2299**

**CAEP Accredited: Council for the Accreditation of Educator Preparation**

<http://www.ncate.org/>

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# Section 1:

# Guidelines and Resources for

# Student

# Teachers

Clearances/Required Documentation

**PRIOR TO STUDENT TEACHING.** A copy of each of the following must be submitted to the Office of Field Experiences and Partnerships prior to the beginning of the student teaching semester. You are responsible for the timely procurement and cost of each. If any of the clearances indicate offenses or the TB test indicates “positive”, contact the Office of Field Experiences and Partnerships immediately at [fieldexperiences@ship.edu](mailto:fieldexperiences@ship.edu) All required documents (all 6 of them) MUST be turned in as a group. Please do NOT bring them individually.

1. **TB Results (PPD Mantoux test now required)** – valid for two years from date of test. Must be valid through last day of the field experience/student teaching semester. Available through your primary care physician or Etter Health Center on campus.

For TB testing information and times at Etter Health Center, visit <http://www.ship.edu/health_center/>

Note: Some school districts may require a yearly TB test. This will be handled on an individual basis. Once you have been assigned to a field placement, if you learn that your district requires a yearly TB test, please contact the Office of Field Experiences.

1. **Act 34 Criminal History Check** – Act 34 is valid for one year from date on clearance. Must be valid through last day of the field experience/student teaching semester. (Register at <https://epatch.state.pa.us>). Click *Submit a New Record Check, Accept the Terms and Conditions, Individual Request, Reason for Request* ***EMPLOYMENT****,* (and continue the rest of the process).
2. **Act 151 Child Abuse Clearance** – Act 151 is valid for one year from date on clearance. Must be valid through last day of the field experience/student teaching semester. Online registration available at <https://www.compass.state.pa.us/cwis/public/home>.

* Create Individual Account
* You will register as a **School Employee Governed by Public School Code**.

1. **Act 114 FBI Clearance** – Act 114 is **valid for one year from date on clearance**. In November, PDE switched to a new provider for fingerprinting. You will still need to register online and go to a fingerprint site.

* <https://uenroll.identogo.com>Service Code for education students: **1KG6RT**
* **\*\*\*PLEASE NOTE:** You will receive an email with a link to view your “unofficial” results. When you open this link,
* **PRINT and SAVE/SCREENSHOT the results because you may not be able to access this page again.**

1. **Professional Liability Insurance** – Must be valid through last day of the field experience/student teaching semester.

Student membership in PSEA or KEYTA provides this insurance. **Insurance is mandatory.**

* PSEA – Join online at  <https://www.psea.org/about-psea/how-to-join/student-registration>
* KEYTA – Join online at  <https://www.keyta.org/membership-application-form/>
* \*\*The only form that is needed is the email showing your date of membership.

1. **Act 24 and Act 82 Arrest/Conviction Report** – must be signed each year. Form is available online at <http://www.ship.edu/globalassets/coehs/act_24_and_act_82_arrest_and_conviction_report_form.pdf> or in the Office of Field Experiences and Partnerships – 354 Shippen Hall

Plan Ahead…

PRIOR TO STUDENT TEACHING, consider and attend to the following:

**Student account:** Your student account must be paid in full or cleared if you do not have a balance. Details are at [www.ship.edu/Student\_Accounts/Online\_Bill\_Payment\_Information](http://www.ship.edu/Student_Accounts/Online_Bill_Payment_Information)

If this is not taken care of properly, you could possibly complete your student teaching semester and not receive a grade.

**Graduation application:** Graduation application forms and information regarding application deadlines are available at <http://www.ship.edu/Registrar/> You must apply for graduation at the beginning of your final semester.

**Time commitment during student teaching:** A time commitment of 60-70+ hours per week to the student teaching assignment is not unusual, so plan ahead to manage your professional and personal responsibilities. Juggling works better for experienced performers—not beginners. Keep your priorities in order; otherwise, things may snowball!

**Participation in athletics during student teaching:** Be aware that participation in university athletics and similar activities during student teaching is strongly discouraged because of the demands of this clinical practice. Contact the Office of Field Experiences and Partnerships to determine whether an exception is warranted.

**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.

**Professional presentation:** Be aware that presentation of yourself as a professional educator includes what you communicate about yourself via email, web and phone. “Stinkeypoo” might be considered a funny, harmless user id or voicemail message for you as a university student. However, a school principal or prospective employer—or cooperating teacher or parent or student—who emails or phones you as a student teacher might have a much different impression. Be proactive—reflect now on potential problems and make changes before problems have a chance to materialize.

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

**Getting to know your student teaching school and community:**

* **Meet with your cooperating teacher:** Contact and arrange to meet with your cooperating teacher (CT) if possible. Build your CT’s confidence in you. Express your appreciation for her/his willingness to mentor you. Share your enthusiasm for the challenges of the up-coming experience. Get a head star - request copies of the curriculum and texts. Prepare to “hit the ground running” on your first day. First impressions are important - what do you want your mentor to remember about you the day after your meeting?
* **Community:** Become familiar with the school’s community. Even if you think you know the community well already, look for something you hadn’t noticed before. Drive around, paying attention to the features - types of industry and businesses, entertainment sites, restaurants, housing, worship centers and medical facilities. Check websites, local newspapers, and other sources of information. Consider the differences in what students know and how they learn because of the diversity within their communities.
* **Programs and curriculum:** Become familiar with the school’s instructional programs *-* in the interest of using best practices and technologies in order to positively impact the academic achievement of all learners. Obtain curriculum guides, textbooks, and other teaching materials. Inquire about particular programs being implemented.
* **School handbooks:** Become familiar with your school’s faculty and student handbooks and discipline plan - in the interest of your demonstrating qualities that characterize professional conduct in clinical settings. Thoroughly investigate the school’s web site 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 on p. 12.
* **Sexual harassment:** Become familiar with both school and University policiesregarding what constitutes sexual harassment. Be aware that friendly gestures and humorous remarks are sometimes interpreted as improper, unwelcomed 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 he/she holds over the student.

**In your school and classroom:**

* **Learn names of students:** 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.
* **Connect to 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, and the like.
* **Attendance*:*** Student teaching is a fulltime, immersion experience. You are expected to report to your assigned school every day that the school is in session.
* 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 plans for the time you need to miss.
* Absences are excused only for serious illness, a death in the family and professional conference attendance.
* Requests for absence due to attending professional conferences must be cleared well in advance. You must arrange coverage for your responsibilities.
* An accumulation of more than four (4) days of excused absences may necessitate an extension of your assignment.
* In case of a lengthy absence, contact the Office of Field Experiences and Partnerships. Anticipate that an extension of your assignment may be necessary.
* Given the expectations for student teaching, unexcused absences reflect inappropriate professional conduct and have serious consequences.
* See section on personal safety under policies and procedures.
* **Attire, Appearance and Presentation of Self:** Professional attire, appearance and 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 or contact your university supervisor.
* **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 <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
* **Harassment and Threats***:* You should report immediately any perceived forms of threat or harassment. The source of the perceived threat will determine to whom you should report first: your cooperating teacher, building principal, university supervisor and/or Director of Field Experiences and Partnerships. Familiarize yourself with your school district’s policies regarding harassment.

POLICIES AND PROCEDURES

**Student Teaching Placements**

The Office of Field Experiences and Partnerships makes arrangements with partnering school districts willing to host student teachers. All placements must be made following specific district protocol which is why students are not permitted to make arrangements directly with a teacher or school.

While attempts are made to arrange student teaching placements with the shortest commute for Ship student teachers, 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 student teachers who choose to live outside of the typical region of SU’s partnering districts should be prepared to drive farther to reach a placement within travel distance of a University Supervisor. (When making student teaching placements, the OFEP must consider multiple aspects and available resources, including supervisor travel time given other responsibilities on campus.)

Undergraduate student teachers may not student teach:

* In the district from which they graduated high school
* In a district in which their own children are currently enrolled
* In a district in which they are currently employed

Graduate student teachers:

* Considerations involving the above-mentioned scenarios will be handled on an individual basis. Graduate student teachers who obtain emergency certification with an undergraduate degree are often able to student teach where they are employed.

These policies are implemented to protect student teachers 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 student teacher, district administrator, employer, health care provider or other stakeholder is required.

**Requesting Change of Placement**

If a cooperating teacher or school district requests a change of placement for a student teacher 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 student teacher.

Due to the amount of time that district representatives and OFEP 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 student teachers to navigate challenging situations, but that usually doesn’t mean finding a different placement. Our goal is to give student teachers 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 Field Experiences and Partnerships. Student teachers experiencing conflict will be guided through a conflict resolution process and/or individualized action plan (IAP) by the University Supervisor, Director of Field Experiences 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 OFEP will make appropriate arrangements and communicate with all stakeholders.

**Student Teaching Semester Schedule**

Student teaching semester schedules among the different teacher preparation programs (Secondary, Mid-level, PK-4/Dual, STEM MAT, Special Education Graduate Program) vary, but some consistent schedule guidelines for all programs are included below:

* The first day of student teaching is the first day of Shippensburg University’s semester (this has always been true for spring semester student teachers, but this is new for fall semester student teachers beginning in Fall 2018)
* Any students in programs requiring two 8-week student teaching placements will conclude their first placement on Thursday of the 8th week and start in their new placement on the Tuesday of the 9th week. Exceptions to this can be discussed with University Supervisors and/or the Director of Field Experiences and Partnerships.
* See calendar in student teaching packets for additional specific dates and mandatory meetings.

**Resolving Conflicts**

**Conflict/Concern with Cooperating Teacher**

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 him/her.

When contacting your university supervisor about a conflict/concern, specifically explain in writing some or all of 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 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 Field Experiences and Partnerships ([fieldexperiences@ship.edu](mailto:fieldexperiences@ship.edu)). 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/Concern with University Supervisor**

If you have problems with your university supervisor, please follow the conflict resolution steps below.

1. First talk with your 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 supervisor does not resolve the issue, put your concerns in writing and send them to the Office of Field Experiences and Partnerships ([fieldexperiences@ship.edu](mailto:fieldexperiences@ship.edu)). The Director of Field Experiences will work with the appropriate people, which could include the Associate Dean, the Department Chair, the University Supervisor, the cooperating teacher and/or school district representative to understand the problem from different perspectives. The Director will need to meet with the student teacher 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 Field Experiences cannot resolve your concerns, contact the Interim Associate Dean, Dr. Lynn Baynum at [lfbaynum@ship.edu](mailto:lfbaynum@ship.edu).
4. If the Associate Dean cannot resolve the issue, contact the COEHS Dean, Dr. Nicole Hill, 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 Field Experiences and Partnerships if such emergencies occur or if discussions of such activities begin. ***Under no circumstances should you participate in any way in any labor-management dispute.***

Due to the uncertainty of whether or not an announced strike or walkout would occur or how long it would last, the Office of Field Experiences and Partnerships can only provide the following guidelines:

1.  As stated above, a student teacher 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.

2. 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.

3. Should a strike last for an extended period of time, the Office of Field Experiences and Partnerships will work with you and your faculty supervisors to ensure that everything will be okay and that you will meet graduation and PDE certification requirements.

**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 Field Experiences and Partnerships immediately.

**Varsity Athletics and Other Campus Activities**

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

**Registration in Other Courses**

Student teaching is a full-time load of 9-15 credits. Student teachers are usually not permitted to take other courses, unless the program of study has a co-requisite course like EEC 483 and ECH 480. Permission to exceed 15 credits is granted selectively, only after a careful review of the student's academic record and conferring with the academic advisor and the Dean's Office. If you believe your situation warrants consideration, make an appointment with the Associate Dean of the College of Education and Human Services.

**Books, Materials and Supplies**

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

PROFESSIONALISM

**Complementing what is previously addressed in this handbook, this section provides additional guidelines and expectations for professional behavior.**

The hallmarks of a “profession” are (1) ethical commitment; (2) shared knowledge; and (3) standards of practice. When you become a professional educator in Pennsylvania, you are expected to abide by Chapter 235: Code of Professional Practice and Conduct for Educators in Pennsylvania. The complete code of conduct can be found at the following web site: <https://www.pacode.com/secure/data/022/chapter235/022_0235.pdf>

Some excerpts are included below.

**Practices**

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

b. Professional educators are expected to abide by the following:

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

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

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

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

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

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

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

**235.5 Conduct**

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

**PROFESSIONAL DISPOSITION**

Make your positive professional disposition visible by demonstrating the following behaviors:

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

**DIGITAL MEDIA SCENARIOS**

Because district policies vary, the following scenarios and suggestions (created by Dr. Tom Crochunis) are included here to help you avoid potential problems.

|  |  |  |
| --- | --- | --- |
| **Digital Medium** | **Communicating with Adult Peers** | **Communicating Teacher to Student** |
| Cell Phone | * Share number with friends you choose * Answer those calls you want to when you want to * Exchange text messages as you wish | * Only ever share your number with a student if it is agreed upon by parents and is consistent with school policy, and even then think twice * Do not take calls from students unless, again, doing so has been agreed upon in advance by parents and school policy * Do not send or respond to text messages from students |
| Email | * Share email contact information with friends and professional colleagues * Make email address publicly available using personal and professional judgment * Respond to email you want to when you want to | * Only ever share your email address with a student if it is agreed upon by parents and is consistent with school policy * Do not answer email from students that is not school-related and a part of sanctioned educational activities * Consider creating a separate yahoo or gmail account using your professional name “msjones or mrsmith” and using only this separate account to communicate with students or parents * Consider also telling students you will check this account only twice a day and then stick to that policy |
| Facebook and other Social Networking | * Post status updates, pictures, and other personal information so that friends can see it and respond * Respond to friends’ postings as you wish * Use judgment about what you want others to know about your life, keeping in mind that the Web is a public space and access to information can only be impeded not restricted * Do not post professionally critical or exposing comments of any kind on social networking sites | * Do not allow students direct access to your social networking pages (by “friending” them, for example) * Avoid becoming a Facebook friend of any student during or after student teaching * Avoid talking with students about your social networking activities except as instructionally relevant and in only general terms * Edit your social networking pages to remove any images or postings related to salacious, illegal, or personally controversial activities * Determine what you place on your social networking sites based on what you would openly talk about in class with an administrator present |

**Professional Organizations and Publications**

You are encouraged to join a professional organization and subscribe to a publication in your field of study as a way 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 Level Education (AMLE)** [www.amle.org](http://www.amle.org)

**National Business Education Association. (NBEA)** [www.nbea.org/](http://www.nbea.org/)

**American Council on Teaching of Foreign Languages (ACTFL)** [www.actfl.org](http://www.actfl.org)

**Council for Exceptional Children (CEC)** [www.cec.sped.org](http://www.cec.sped.org)

**International Literacy Association (ILA)** [www.reading.org](http://www.reading.org)

**National Art Education Association (NAEA)** [www.naea-reston.org](http://www.naea-reston.org)

**National Association for the Education of Young Children (NAEYC)** [www.naeyc.org](http://www.naeyc.org)

**National Council for Social Studies (NCSS)** [www.ncss.org](http://www.ncss.org)

**National Council of Teachers of Mathematics (NCTM)** [www.nctm.org](http://www.nctm.org)

**National Council of Teachers of English (NCTE)** [www.ncte.org](http://www.ncte.org)

**National Science Teachers Association (NSTA)** [www.nsta.org](http://www.nsta.org)

**PA Art Educator Association (PAEA)** [www.paeablog.org](http://www.paeablog.org)

**PA Association for the Education of Young Children (PAEYC)** [www.pennaeyc.org](http://www.pennaeyc.org/)

**PA Business Ed Association (PBEA)** [www.pbea.info](http://www.pbea.info)

**PA Association for Middle Level Education (PAMLE)** [www.pamle.org](http://www.pamle.org)

**Pennsylvania Science Teachers Association (PSTA)** [www.pascience.org](http://www.pascience.org)

CERTIFICATION

1. The Pennsylvania Department of Education (PDE) uses an on-line application process for teacher certification known as the Teacher Information Management System or TIMS.
2. To be certified, you need to log on to the TIMS system at <https://www.mypdeapps.pa.gov/siteminderagent/forms/login.fcc>, complete the application process, and pay the required fee electronically. The TIMS system explains all the procedures to follow to meet all the requirements.
3. 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**.**
4. After all requirements and obligations at Shippensburg University have been met - including program completion, appropriate GPA, and degree conferral - the Associate Dean/Director of Field Experiences will verify through the TIMS web site that you have met all PDE requirements and will recommend that your application be processed by PDE.
5. Following a satisfactory PDE review of your application, your certificate will be issued. You are responsible to print off your own copy(s) of your teaching certificate as necessary. No hard copy will be mailed to you.

*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.***

**CAUTIONS….**

**Coursework completed at another institution**: Official transcripts are required for any coursework completed at another institution anytime during your tenure at SU. Your completed application cannot be verified to PDE through TIMS until official transcripts from other institutions have been received at SU.

**Incomplete grades**: All incompletes must be completed and a final grade recorded with the Registrar’s Office.

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

**PRAXIS/PECT test scores**: Will be verified by PDE on the TIMS system. If you have taken PRAXIS tests in another state, be sure that your scores have been forwarded to PDE and SU. Test scores are not always received at the University or PDE at the same time they are received by the applicant. If you receive 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.

**ASSESSMENT DAY**

**A PROFESSIONAL DEVELOPMENT ACTIVITY**

Assessment Day is a day set aside for pre-service teachers to demonstrate that they can have a positive impact on student learning in the classroom. It is a professional development experience—an opportunity for you to demonstrate an important piece of your work to others. The different Teacher Education Programs handle Assessment Day differently, so make sure you follow the specific directions from your University Supervisor and/or your department. However, ALL student teachers MUST complete the Impact on Student Learning Project.

**Early Childhood (PK-4) and Dual Cert. (PK-4/SE PK-8)**

The mandatory Impact on Student Learning Project is handled through required coursework that all PK-4 candidates must complete, so early childhood candidates typically do not participate in the traditional assessment day activities. Early childhood candidates are expected to be in their assigned student teaching classroom on both Assessment Day and on the schedule Professional Development Day that follows it on the student teaching calendar.

**Middle (4-8), Secondary (7-12) and all K-12 Candidates**

Assessment Day is scheduled at the end of the 8th week of student teaching so that it occurs between placements for those candidates who have two different student teaching placements. Each academic discipline/department will plan Assessment Day activities for their own group of student teachers. Typically that involves preparing a report on your Impact on Student Learning project and sharing that report with your colleagues. Your University Supervisor will advise you about expectations for Assessment Day and will provide you with all of the specific details.

The Professional Development Day on the student teaching calendar is designed specifically for those who have two 8-week placements as a day to “catch your breath” after finishing up one assignment and a chance to begin preparing for the next.

**SUGGESTED TIMELINES**

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

**Two 8-week Experiences**

**Weeks 1 - 2** Get to know schedules, routines, names, and curricula. Observe (with a focus) cooperating teacher and other building teachers. Assist with activities as the cooperating teacher (CT) leads. With CT’s guidance, plan to teach several lessons by Week 2. In discussion with and approval of CT and university supervisor (US), choose a unit that you will develop and teach during weeks 5-7 and decide how your Impact on Student Learning assignment will be implemented. Review PA Standards.

**Weeks 3 - 4** With guidance and approval of your CT and US, assume increasing instructional responsibilities. If possible, video tape a lesson, critique it, and determine ways to improve and/or change the outcomes.

**Weeks 5 - 6** Take the lead in planning, teaching and assessing. The specifics—what, when, how and how much—should be a collaborative decision between you, your CT and US. Implement your unit plan. *First Experience Only*: Prepare for Assessment Day, if you are a participant.

**Weeks 7 - 8** *First experience*: CT gradually resumes the lead role as you complete assignments and assessments and prepare yourself for the next eight-week assignment.

*Second experience*: Complete University assignments and assessments; apply in TIMS for your teaching certificate; prepare resume; begin job search; prepare and submit applications.

# One 16- Week Experience

**Weeks 1- 3** Same as Weeks 1-2 above, plus: Identify action research topic, if part of your plan.

**Weeks 4- 6** Same as Weeks 3-4 above, plus: Gather data or work on action research project.

**Weeks 7- 9** Same as Weeks 5-6 above.

**Weeks 10-12** Develop a second unit, continue with research project, or other assignments required by CT and/or US.

**Weeks 13-16** Same as Weeks 7-8 above, plus: Complete research project, if applicable; observe in other classrooms.

***REMEMBER…***

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

**See additional resources at the end of this handbook in:**

STUDENT TEACHER APPENDIX

Weekly Report Form 37

Weekly Reflection Form 38

Advice from Seasoned Teacher 39

Resume Sample 41

Interview Tips 43

# Section 2:

# Guidelines and Resources for

# Cooperating

# Teachers

**COOPERATING TEACHER (CT)**

*Thank you for hosting and mentoring a Shippensburg University student teacher. Please know that University Supervisors and the Office of Field Expereiences and Partnerships (OFEP) are here to support you in your role as cooperating teacher. The following pages provide some basic information and guidelines, but please do not hesitate to contact us with any questions or concerns.*

**Office of Field Experiences and Partnerships**

**College of Education and Human Services**

**Shippen Hall 354**

**fieldexperiences@ship.edu**

**717-477-1487**

**GETTING STARTED:**

* Acquaint the Student Teacher (ST) with the school community and facilities.
* Expect the ST to be an integral part of the school community, not a bystander.
* Prepare your own students in advance and set expectations for their interactions with the ST.
* Orient the ST to routine tasks and classroom rules, organization, and management.
* Provide a desk or workspace and secure place for personal effects.
* Provide and/or suggest textbooks, curriculum guides, instructional materials, resources, supplies, and equipment.
* Negotiate the conditions through which the ST fulfills both University and local school requirements.
* Review Section 1 of this handbook if you would like to know more about Shippensburg University’s expectations of student teachers

**MENTORING:**

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

**ASSESSING:**

* Formative Assessments
* Provide on-going, specific feedback. Choose ways that best suit your context and your relationship. Written notes of this feedback are helpful, especially if the student teacher is demonstrating major areas of weakness that might need to be addressed later.
* A Cooperating Teacher Weekly Reflection Form is provided on the following pages as a resource to you. Using the form is not mandatory, it is a resource that you can choose to use (or adapt) to give you student teacher ongoing feedback.
* The OFEP will not formally collect formative assessments, however, the University Supervisor may ask you to complete a mid-experience evaluation of your student teacher to gather information about the student teacher’s performance, strengths, and areas of need related to the categories determined by the Pennsylvania Department of Education. (See the 2-page *Cooperating Teacher Form: Evaluation of Student Teacher* on pages 27-28 for evaluation criteria.)
* Summative Assessments

* The Office of Field Experiences and Partnerships/College of Education and Human Services Associate Dean’s Office will send out information regarding 8 week and 16 week summative assessments (more information to come in Fall 2018).
* Evaluation criteria of the summative assessment will be based on Pennsylvania Department of Education’s PDE430 form. (See the 2-page *Cooperating Teacher Form: Evaluation of Student Teacher* on pages 27-28 for evaluation criteria.)
* You will complete this evaluation online through a link that will be sent via email. The hard copy form is included in this packet just to familiarize you with the evaluation criteria.
* Contact Dr. Lynn Baynum, Interim Associate Dean, for more information.
* Record of Student Teacher Absences
  + Please use the Record of Student Teacher Absences form on page 29 to document days that your student teacher is absent. Submit this form to the University Supervisor at the end of the experience.
  + See Section 1 of this handbook to understand attendance expectations of your student teacher

**PLEASE NOTE:** Historically, the Office of Field Experiences and Partnerships used TK-20, a data collection and management system, to distribute and collect evaluations and student assignments. The College of Education and Human Services is examining and restructuring data collection processes. More information will be available in Fall 2018.

**Letter of Recommendation:**

* We strongly encourage you to write your student teacher a letter of recommendation toward the end of the experience.
* Use your school/district letterhead
* Guidelines for writing letters of recommendation are provided on page 30 of this handbook
* See the University Supervisor with any questions about letters of recommendation

**Problems or Concerns:**

* Should you have problems or concerns about your student teacher or his/her performance, first discuss it directly with the student teacher, if you feel comfortable doing so.
* Share your concern with the University Supervisor in writing or in person. Provide details and specific examples to describe the problem.
* If you do not feel that the problem is being resolved, contact the Office of Field Experiences and Partnerships at [fieldexperiences@ship.edu](mailto:fieldexperiences@ship.edu) or 717-477-1487.
* If a student teacher is not meeting expectations after you have provided feedback and opportunities for the student teacher to demonstrate growth, the University Supervisor, Director of Field Experiences and Partnerships, and/or the Associate Dean will facilitate the creation of an Individualized Action Plan to provide more intensive support and intervention.

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***Cooperating teachers can use this form to give weekly feedback to student teachers. Using this form is not mandatory, it is just a resource.***

**COOPERATING TEACHER’S WEEKLY REFLECTION**

**OF**

**TEACHER CANDIDATE PERFORMANCE**

TO Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FROM Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE Friday\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Your most successful teaching experience this week was:*

*Your least successful teaching experience was:*

*My suggestions for improvement are:*

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

|  |
| --- |
| **Shippensburg University, College of Education and Human Services**  **Cooperating teacher Form: Evaluation of Student Teacher** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Teacher Name Assigned School Cooperating Teacher**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level / Subject Dates of Reported Student Teaching Teacher Phone Number E-mail**

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

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

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

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

**General Comment about Student Teacher’s Progress and Potential:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**SHIPPENSBURG UNIVERSITY**

**OFFICE OF FIELD EXPERIENCES AND PARTNERSHIPS**

**1871 OLD MAIN DRIVE**

**SHIPPENSBURG, PA 17257**

**TELEPHONE 717-477-1487**

**FAX 717-477-4012**

RECORD OF STUDENT TEACHER ABSENCES

**Note to the Cooperating Teacher**: Please read the policies governing student teacher attendance in the Student Teaching Handbook. Please record all tardiness and absences of the student teacher below. ***A copy of this report should be given to the University Supervisor.***

Name of the Student Teacher

Inclusive Dates of this Report: From To

|  |  |  |  |
| --- | --- | --- | --- |
| MONTH | DAY | REASON FOR ABSENCE | EXCUSED BY |
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PLEASE NOTE: Written excuses from the doctor, the nurse (or others) should be ***shown*** to the cooperating teacher and principal and then ***filed*** with this report.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Cooperating Teacher Date

GUIDELINES FOR WRITING RECOMMENDATIONS

***Please******TYPE******your******recommendation on your school/district letterhead. Give completed form to your student teacher. The University does not collect letters of recommendation.***

* Retain a copy for your file.
* Structure your comments to accommodate the employer who reviews many such recommendations. The following four paragraphs are suggested.

#1 The context of the placement—description of location and type of school, classroom and students

#2 Your assessment of the student teacher’s professional skills and disposition, noting those

which are outstanding

#3 A description of the student teacher’s scholarship, education and exceptional qualities

#4 Your recommendation and professional opinion regarding the student teacher’s potential for success and professional growth

* Assess the competence of a student teacher in relation to other *beginning* teachers.
* For content and language, refer to the formal assessments you have already completed, for example, the *Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice* (PDE 430), and *Cooperating Teacher’s Evaluation of Teacher Candidate Performance.*
* Aim for *honesty* and *fairness*. Begin with areas of strength, then proceed to weak areas, if any, and conclude on a positive note. Suggest a favorable context that would support the beginning teacher’s growth, if the performance was marginal.
* Include your home phone number, work phone number and at least one e-mail address.
* If in doubt about your clarity, ask a peer or your principal to review your recommendation.

# Section 3:

# Guidelines and Resources for

# University

# Supervisors

**UNIVERSITY SUPERVISOR (US)**

*Thank you for your service to Shippensburg University in supervising student teachers. Each university supervisor is considered the instructor for the student teaching course and the Office of Field Experiences and Partnerships is available to support you in your role. The following pages provide some basic information and guidelines, but please do not hesitate to contact us with any questions or concerns.*

***Please be familiar with all content of this handbook so that you can support cooperating teachers and help student teachers to meet all professional expections related to student teaching.***

**General Expectations:**

* Provide the Student Teacher (ST) with a syllabus detailing specific instructions, assessment criteria and timelines for required assignments and activities.
* Provide Cooperating Teacher (CT) with relevant materials and information.
* Collaborate with the ST and CT concerning the conditions by which the ST can fulfill both University and school/district requirements.
* Visit at least four (4) times during the semester, in addition to any introductory visit. Each visit should include at least 30 minutes (or a complete class period) observing the ST actually teaching. More visits and/or observations may be necessary if concerns arise.
* Maintain on-going communication with the ST and CT.
* Participate in 3-way conferences after each observation if at all possible—and when necessary.

* Observe and assess the ST at work and provide specific constructive feedback.
* Provide professional development sessions for your ST cohort as a group.
  + Announce times and locations early in the semester.
  + Announce the purpose of each of the sessions.
* At 8 and 16 weeks, complete the*Pennsylvania Statewide Evaluation Form for Student Knowledge and Practice* (PDE 430) – contact Dr. Lynn Baynum for questions related to this data collection.
* Complete an official Reference Letter (Letter of Recommendation) on Shippensburg University Department letterhead and give it to the ST.
* Determine and assign the final grade in Banner.
* Submit final grades to the Office of Field Experiences and Partnerships after submitting in Banner.

**Supervision Visits/Observations:**

* Document, document, document!
* Reinforce your support with a visit during the early weeks.
* Meet with the cooperating teacher and student teacher as often as possible.

* Provide specific, objective feedback. Identify areas of instructional strengths and provide suggestions for improvement and expansion.
* Review and give feedback about lesson plans and teaching notebook(s); check for alignment with standards.
* Shortly before completing the mid-term and final PDE 430, conduct formal observations and post-observation conferences.

**Assessing:**

* Conduct the required assessments
  + The Impact on Student Learning Assignment
  + The Assessment of Teacher Candidate Dispositions in Clinical Settings
  + PDE 430 at 8 and 16 weeks
* Assess other requirements specific to your cohort and/or certification program.
* Complete a recommendation form at the conclusion. Give student teacher a copy of the recommendation form.
* Determine and submit the final grade.

**Advising:**

* Promote personal and professional growth by sharing information about continuing education, workshops, publications, organizations and emerging issues.
* Provide critical feedback for continued professional development.

* Offer suggestions for improvement of lessons and support the student teacher in taking risks to implement new methods of instruction.
* Assist with exploration of career opportunities.
* Provide follow-up assistance to graduates.

**Addressing Problems**:

* When problems and concerns arise, confer with the appropriate parties—student teacher; cooperating teacher; building principal; Director of Field Experiences and Partnerships*.*
* See pages 11-12 so that you know and follow protocol for addressing challenges and concerns.

**Mileage reimbursement forms should be submitted to Jen Caudill in SPH 352 by the 10th of each month for the previous month (September report by October 10, etc.). Reimbursement forms submitted more than 10 days late might not be paid.**

**See additional resources at the end of this handbook in:**

UNIVERSITY SUPERVISOR APPENDICES

Classroom Observation Form (optional) 46

PA Statewide Evaluation Form - PDE 430 (mandatory) 47

Guidelines for Writing Letter of Recommendation 52

# Section 4:

# APPENDICES

# for

# Student Teachers

# and

# University Supervisors

APPENDICES

STUDENT TEACHER

Weekly Report Form 37

Weekly Reflection Form 38

Advice from Seasoned Teacher 39

Resume Sample 41

Interview Tips 43

Week # \*\*\*\*\* **Submit to University Supervisor**

**STUDENT TEACHER**

**WEEKLY REPORT FORM**

DATES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monday - Friday Student Teacher

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Student Teacher’s Phone Student Teacher’s E-Mail

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Cooperating Teacher Cooperating Teacher’s E-Mail

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School School’s Phone

**Complete the grid, filling in the schedule of activities. Circle or highlight when you will be teaching and/or leading.**

**Room # Time Monday Tuesday Wednesday Thursday Friday**

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Involvement in special events or activities for the coming week:

Most successful experience(s) this past week:

Area(s) you improved in this past week:

Area(s) you feel could be improved

SHIPPENSBURG UNIVERSITY

OFFICE OF FIELD EXPERIENCES AND PARTNERSHIPS

**STUDENT TEACHER**

**WEEKLY REFLECTION**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Friday’s Date \_\_\_\_\_\_\_\_\_ \*\*\*\*\* **Submit to University Supervisor**

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

What contributed to my success?

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

What contributed to my lack of success?

What could I do differently to improve this teaching experience?

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

**ADVICE FROM SOME SEASONED TEACHERS**

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

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

1. Take your vitamins and try to get eight hours of sleep each night. Get a supply of hand sanitizer and use often!
2. You will never work so hard. Doing this job requires more time than you imagine —to reflect, to plan, to grade, to trouble-shoot and to learn to juggle five pins. If you’re not willing to put in the time, find another profession. (Paraphrase from Stover and Fegan)
3. You need to make several mistakes every day. How else are you going to learn?
4. Be prompt and prepared for each day. Make sure you arrive 30 minutes before the first bell and leave only when all is well prepared for the next day. Remember Murphy’s Law—Copy machines break down when you need them most - at the last minute!
5. Organization and well-prepared lessons cut down on most problems that you encounter—including discipline.
6. Preparation, preparation, preparation will be needed for the novice teacher. (In the beginning, you may want to practice your lessons in front of the bathroom mirror. No kidding!)
7. Create detailed lesson plans - including the questions you will ask. The extra effort will really show. Also, collect materials from everywhere and make curricular decisions based on mountains of relevant materials.
8. Do not teach using a lecture style as you received too often. Today’s students have different needs. Break down each lesson into mini-lessons and change activities every 10-15 minutes. You need ACTIVE lessons that snap along. One way to do this is to address as many learning styles as you can in your lessons to reach a wider audience.
9. Make notes on the back of your lesson plans after each period while in the classroom. This will help you remember ideas, routines, techniques and student needs.
10. Try not to sweat the small stuff in class. Ignore trivial comments from students if such comments do not get in the way of the learning environment.
11. Be firm, particularly during your first two weeks in the classroom. You need to be a strong enforcer of discipline from the very first day. Remember, students need consistency when you administer discipline. (This may be one of the biggest challenges during the student teaching semester.) Ask your cooperating teacher whether you can (1) design your own classroom management policy or (2) need to adhere to the policy that already exists.
12. Always consult with the cooperating teacher on any actions to be taken for severe discipline problems as well as general classroom problems. They shoulder the responsibility of the classroom; therefore, they are held responsible for any mishap.

1. During parent conferences you need to be a listener, not a participant. Do not make any comments unless you are specifically asked to comment by your cooperating teacher.

1. It is important that you have your best foot forward at all times. Be careful to listen more than speak in the faculty workroom. All comments need to be professional, i.e., devoid of discussions about students, school gossip, and complaints. Furthermore, faculty members and staff should be addressed using professional names. Practice confidentiality by not discussing or using students’ names in the cafeteria, classroom or hallways.
2. Dressing professionally helps widen the age gap between you and your students, for example, ties for men. Ladies, be aware of skirt lengths and “revealing” fashions that distract student attention from the instructional program or send “mixed” messages. When in doubt, ask for advice from school faculty or the principal. “Better safe than sorry.” On school “dress down days” or casual Fridays, follow the lead of your cooperating teacher.
3. Contact with students should be professional at all times, including email exchanges, extracurricular activities, and encounters in the community. Be friendly—but not a friend.

SAMPLE RESUME

**JOHN DOE**

**Contact Address**

**Phone**

**E-Mail**

**CERTIFICATION** English Education, Secondary, State of XA

**EDUCATION** *B.S. Degree*, Your State University, May 2012

G.P.A. 3.6/4.0

Major: English Education

Minor: Spanish

*A.A. Degree*, Great Land Community College, May 2010

Major: Pre-education

**PRE-SERVICE TEACHING EXPERIENCES**

*Great High School*, Great City, PA, Spring 2012

Student Teaching: 10th grade English. Four English classes; one journalism class; one drama class. Eleven weeks as co-teacher; Five weeks as lead teacher. Co-directed all-school musical. Co-advised school newspaper.

*Wonderful Middle School*, Wonderful City, PA Fall 2011

Senior practicum experience: 8th grade language arts team. Taught language arts three hours per week for 12 weeks. Assisted with Spanish Club.

*All-American School*, Americus, PA Spring 2011

Junior practicum experience (40 hours): 7th grade team.

Tutored ESL students in language arts and reading.

**RELATED EXPERIENCES**

*Hometown Summer Camp*. Summers 2009 and 2010

Developed and taught crafts for 10-year-olds; provided parent orientation on Opening Days; assisted director with parent volunteer schedule

*“America Reads” volunteer tutor.* 2010-2011

*Local School for Veterans’ Children tutor*. 2009

**MEMBERSHIP/AWARDS**

National Council of Teachers of English Student Member,

2010-2011

Kappa Delta Pi Member. 2010-2012

Alpha Theta Rho President’s Scholarship Recipient, 2012

Great Land Community College “Volunteer of the Semester Award”, Fall 2009

**REFERENCES** Dr.E. N. Glish, University Supervisor

212 Shakespeare Hall

Your State University

Great State, XA 00000

123-456-7890

Mr. J. R. Nalist, CooperatingTeacher

Great High School

Great City, XA 00000

123-567-8910

Dr. K. O. Leader, High School Principal

Great High School

Great City, XA 00000

123-567-9101

Ms. Grae T. Books, America Reads Coordinator

400 Walden Hall

Your State University

Great State, XA 00000

123-456-6895

Check here for more about resumes . . .

<https://www.ship.edu/alumni/aces/resume_assistance/>

**INTERVIEW TIPS**

**PRIOR TO THE INTERVIEW**

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

**DURING THE INTERVIEW**

* Be at least 15-20 minutes early for the appointment
* Be courteous to everyone you meet.
* Be professional, tactful and honest.
* Remain calm and confident in your competencies and experiences.
* Be yourself. Relax and enjoy!
* Think positively--even when you don't know “the answer.”
* Thank the interviewer for the opportunity to meet.
* Your warm smile and firm handshake will be appreciated by all!

**Following the interview**

* Send a thank-you note to the leader of the interview team. Snail mail is more impressive than e-mail but e-mail is acceptable.
* Reflect upon the interview—the positive aspects, and negative, if any; what you will do to prepare for another interview; how you feel about working there.
* Keep sending out letters of inquiry and resumes.
* Keep in contact with your university supervisor, cooperating teacher, and other school district personnel.
* Be willing to volunteer your services to a district.
* Continue to remain positive and persistent.
* Be flexible and open to new possibilities and opportunities.

* Never say “never.”

Check here for more about interviews . . .

https://www.ship.edu/globalassets/career/10-quick-interview-tips.pdf

APPENDICES

UNIVERSITY SUPERVISORS

Classroom Observation Form (optional) 46

PA Statewide Evaluation Form - PDE 430 (mandatory) 47

Guidelines for Writing Letter of Recommendation 52

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| **Shippensburg University, College of Education and Human Services**  **University Supervisor Classroom Observation Report** |

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**Teacher Candidate Name School Cooperating Teacher Name**

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**Class Observed / Grade Level Date Day Time Subject of Lesson**

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**Supervisor’s Signature Date**

|  |
| --- |
| **Observed Activities / Timeline** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Progress Observed** (0=Unsatisfactory; 1=Satisfactory; 2=Superior; 3=Exemplary; Leave blank if not observed) | | | | | | | | | |
|  | 0 | 1 | 2 | 3 |  | 0 | 1 | 2 | 3 |
| **Category I: Planning and Preparation** |  | | | | **Category III: Instruction** |  | | | |
| Knowledge of Content, Pedagogy, and Resources |  |  |  |  | Communication, Questioning, Discussion |  |  |  |  |
| Knowledge of Students, Learning Theory |  |  |  |  | Engaging Students in Learning |  |  |  |  |
| Clear Instructional Goals Linked to PA Standards |  |  |  |  | Encouraging Students’ Critical Thinking |  |  |  |  |
| Assessment of Student Learning |  |  |  |  | Feedback, Responsiveness, Flexibility |  |  |  |  |
| **Category II: The Classroom Environment** |  | | | | **Category IV: Professionalism** |  | | | |
| Environment of Respect; Culture for Learning |  |  |  |  | Attire, Attitude, Decision-Making |  |  |  |  |
| Evidence of Classroom Procedures, Routines |  |  |  |  | Relationships with Colleagues |  |  |  |  |
| Responding to Student Behavior |  |  |  |  | Thoughtful Reflection |  |  |  |  |
| Appropriate Interactions within the Classroom |  |  |  |  | Knowledge of School, District Regulations |  |  |  |  |
| **Areas of Mastery** | | | | | **Areas for Improvement** | | | | |
|  | | | | |  | | | | |
| **Overall Comments / Suggestions / Recommendations** | | | | | | | | | |

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| Commonwealth of Pennsylvania | DEPARTMENT OF EDUCATION | 333 Market St., Harrisburg, PA 17126-0333 |

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student’s Last Name First Middle

Subject(s) Taught Grade Level

**This form is to serve as a permanent record of a student teacher’s professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.**

**PERFORMANCE EVALUATION**

**Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category I:** **Planning and Preparation –** **Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.**  **Alignment**: **354.33. (1)*(i)*(A), (B), (C), (G), (H)** | | | | | |
| Student Teacher’s performance appropriately demonstrates:   * Knowledge of content * Knowledge of pedagogy * Knowledge of Pennsylvania’s K-12 Academic Standards * Knowledge of students and how to use this knowledge to impart instruction * Use of resources, materials, or technology available through the school or district * Instructional goals that show a recognizable sequence with adaptations for individual student needs * Assessments of student learning aligned to the instructional goals and adapted as required for student needs * Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goal | | | | | |
| **Sources of Evidence** (Check all that apply and include dates, types/titles and number) | | | | | |
| * Lesson/Unit Plans * Resources/Materials/Technology * Assessment Materials * Information About Students | | | * Student Teacher Interviews * Classroom Observations * Resource Documents * Other | | |
| Category | Exemplary 3 Points | Superior 2 Points | | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating (Indicate √) |  |  | |  |  |
| Justification for Evaluation | | | | | |

PDE-430

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| **Commonwealth of Pennsylvania** | **DEPARTMENT OF EDUCATION** | **333 Market St., Harrisburg, PA 17126-0333** |

Student’s Last Name First Middle

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| **Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.**  **Alignment: 354.33. (1)*(i)*(E), (B)** | | | | | |
| Student Teacher’s performance appropriately demonstrates:   * Expectations for student achievement with value placed on the quality of student work * Attention to equitable learning opportunities for students * Appropriate interactions between teacher and students and among students * Effective classroom routines and procedures resulting in little or no loss of instructional time * Clear standards of conduct and effective management of student behavior * Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher * Ability to establish and maintain rapport with students | | | | | |
| **Sources of Evidence** (Check all that apply and include dates, types/titles, and number) | | | | | |
| * Classroom Observations * Informal Observations/Visits * Student Teacher Interviews | | | * Visual Technology * Resources/Materials/Technology/Space * Other | | |
| Category | Exemplary 3 Points | Superior 2 Points | | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating (Indicate √) |  |  | |  |  |
| Justification for Evaluation | | | | | |

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| **Commonwealth of Pennsylvania** | **DEPARTMENT OF EDUCATION** | **333 Market St., Harrisburg, PA 17126-0333** |

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Student’s Last Name First Middle

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| **Category III** – **Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.**  **Alignment: 354.33. (1)*(i)*(D),(F),(G)** | | | | | |
| Student Teacher’s performance appropriately demonstrates:   * Knowledge of content and pedagogical theory through their instructional delivery * Instructional goals reflecting Pennsylvania K-12 standards * Communication of procedures and clear explanations of content * Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs * Use of questioning and discussion strategies that encourage many students to participate * Engagement of students in learning and adequate pacing of instruction * Feedback to students on their learning * Use of informal and formal assessments to meet learning goals and to monitor student learning * Flexibility and responsiveness in meeting the learning needs of students * Integration of disciplines within the educational curriculum | | | | | |
| **Sources of Evidence** (Check all that apply and include dates, types/titles, or number) | | | | | |
| * Classroom Observations * Informal Observations/Visits * Assessment Materials * Student Teacher Interviews | | | * Student Assignment Sheets * Student Work * Instructional Resources/Materials/Technology * Other | | |
| Category | Exemplary 3 Points | Superior 2 Points | | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating (Indicate √) |  |  | |  |  |
| Justification for Evaluation | | | | | |

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| Commonwealth of Pennsylvania | DEPARTMENT OF EDUCATION | 333 Market St., Harrisburg, PA 17126-0333 |

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Student’s Last Name First Middle

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| **Category IV** – **Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.**  **Alignment: 354.33. (1)*(i)*(I),(J)** | | | | | |
| Student Teacher’s performance appropriately demonstrates:   * Knowledge of school and district procedures and regulations related to attendance, punctuality and the like * Knowledge of school or district requirements for maintaining accurate records and communicating with families * Knowledge of school and/or district events * Knowledge of district or college’s professional growth and development opportunities * Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations * Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators * Ability to cultivate professional relationships with school colleagues * Knowledge of Commonwealth requirements for continuing professional development and licensure | | | | | |
| **Sources of Evidence** (Check all that apply and include dates, types/titles, or number) | | | | | |
| * Classroom Observations * Informal Observations/Visits * Assessment Materials * Student Teacher Interviews * Written Documentation | | | * Student Assignment Sheets * Student Work * Instructional Resources/Materials/Technology * Other | | |
| Category | Exemplary 3 Points | Superior 2 Points | | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating (Indicate √ ) |  |  | |  |  |
| Justification for Evaluation | | | | | |

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| **Commonwealth of Pennsylvania** | **DEPARTMENT OF EDUCATION** | **333 Market St., Harrisburg, PA 17126-0333** |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall Rating | | | | |
| Category | Exemplary (Minimum of 12 Points) | Superior (Minimum of 8 Points) | Satisfactory (Minimum of 4 Points) | Unsatisfactory (0 Points) |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially*  demonstrates indicators of performance. |
| Rating (Indicate √ ) |  |  |  |  |

Student’s Last Name First Middle

**Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.**

|  |
| --- |
| Justification for Overall Rating: |

Student’s Last Name First Middle Social Security Number

District/IU School Interview/Conference Date

School Year: Term:

|  |  |  |
| --- | --- | --- |
| **Required Signatures**: | |  |
| **Supervisor/Evaluator**: |  | Date: |
| **Student Teacher**  **Candidate**: |  | Date: |

***\***

***\* \* Confidential Document \* \**** PDE-430

GUIDELINES FOR WRITING RECOMMENDATIONS

***Please******TYPE******your******recommendation on your Shippensburg University department letterhead. Give completed form to your student teacher.***

* Retain a copy for your file.
* Structure your comments to accommodate the employer who reviews many such recommendations. The following four paragraphs are suggested.

#1 The context of the placement—description of location and type of school, classroom and students

#2 Your assessment of the student teacher’s professional skills and disposition, noting those which are outstanding

#3 A description of the student teacher’s scholarship, education and exceptional qualities

#4 Your recommendation and professional opinion regarding the student teacher’s potential for success and professional growth

* Assess the competence of your student teacher in relation to the effectiveness of other *beginning* teachers.

* For content and language, refer to the formal assessments you have already completed, for example, *Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice* (PDE 430), and *Cooperating Teacher’s Evaluation of Teacher Candidate Performance.*
* Aim for *honesty* and *fairness*. Begin with areas of strength, then proceed to weak areas, if any, and conclude on a positive note. Suggest a favorable context that would support the beginning teacher’s growth, if the performance was marginal.
* Include your home phone number, work phone number and at least one e-mail address.
* If in doubt about your clarity, ask a peer or principal to review your recommendation.