



**OFFICE OF PARTNERSHIPS, PROFESSIONAL
EXPERIENCES, & OUTREACH**

**Student
Teaching
Handbook
2020-2021**

**A Guide for
Cooperating Teachers &
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 Partnerships, Professional Experiences, and Outreach and Partnerships 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.

It takes a village. Thank you!

Thank you for your willingness to mentor a Shippensburg University student teacher this semester. Student teaching is the final step in the educational journey of each teacher education candidate's preparation.

Our shared goal is to prepare each candidate to become a highly effective professional. Your encouragement and support will guide and nurture the student teacher into an emerging teacher who will collaboratively have an impact on generations of students to come.

The supervised teaching experience should be viewed as a learning opportunity. The major function of student teaching is to provide a teaching environment in which student teachers plan appropriate lessons, analyze student behavior, and adapt teaching styles to optimize learning for all students. Through your guidance, student teachers will integrate theory and practice into classroom practices and instructional strategies which will impact student achievement.

This time and dedication that you are devoting to successfully develop a new educator is evidence of your willingness to help mold the next generation of teachers.

Thank you in advance for your patience, caring, and for sharing your expertise with a Shippensburg student teacher!

Warmest regards,



Candace A. Claar, Director
Office of Partnerships, Professional Experiences, and Outreach
Shippensburg University

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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!

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CAEP Accredited: Council for the Accreditation of Educator Preparation
<http://www.ncate.org/>

COLLEGE OF EDUCATION & HUMAN SERVICES

MISSION STATEMENT

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.

GOALS

We strive 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.

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

Guidelines and Resources

**Cooperating Teachers
&
University Supervisors**

WHO IS WHO?

Cooperating Teacher

A cooperating teacher is a tenured classroom teacher assigned to the daily supervision of the student teacher. Specific Pennsylvania requirements are:

- 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 student teacher; and
- Having a teaching assignment appropriate to the subject competency of the teacher education candidate.

The cooperating teacher should be classified as a highly competent teacher, demonstrate expertise in the classroom, be skilled in interpersonal relationships, and interested in guiding the student teacher. By assuming the responsibility of guiding a student teacher, the cooperating teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher. The principal role of the cooperating teacher is to show the student teacher how to put into practice the principles of teaching.

Student Teacher

A student teacher is 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 student teacher must meet certain general and academic requirements to enroll in student teaching.

University Supervisor

The University Supervisor is the individual assigned by Shippensburg University to serve as liaison between the University, the cooperating teacher, and the student teacher. In some cases, a student teacher may have more than one University Supervisor. The principal responsibility of the University Supervisor is to assist the student teacher in developing teaching competency. The University Supervisor must determine the assistance needed and then use knowledge, skills, and resources to assist the student teacher.

EXPECTATIONS, GUIDELINES & OUTCOMES

COOPERATING TEACHERS

The successful outcome of the student teaching experience is dependent upon the collaborative and positive relationship among the student teacher, cooperating teacher, and University Supervisor.

Classroom Teaching by Student Teachers

- Prepares the learners for a second teacher in the classroom.
- Orients the student teacher to the physical facilities and to material resources such as those found in the library or media area.
- Provides the student teacher with a tentative schedule, classroom books, school handbook, desk and storage area.
- Plans initial activities that will allow the student teacher to become involved in the classroom routine immediately.
- Checks daily lessons and long-range plans well in advance of their intended use.
- Provides opportunities for the student to observe effective teaching styles, processes, and procedures through the use of current materials and strategies.
- Provides the student teacher experiences for measuring and evaluating student growth and development; the student teacher should prepare a variety of tests, assessment tools, and evaluation situations.
- Informs the students that the student teacher is “in charge” when teaching.
- Helps the student teacher realize that without proper classroom management learning cannot be accomplished; good planning and instruction will do much to minimize the need for extreme discipline measures.
- Assists the student teacher in assimilating experiences into appropriately structured teaching/learning strategies and procedures, i.e., long/short range planning and subsequent instruction.
- Develops within the student teacher an awareness of classroom management skills, professional responsibilities, and faculty/administration support.
- Works closely with the University Supervisor to avoid giving contradictory information to the student teacher.

Welfare of Students

- Intervenes in the middle of the class period ONLY when he/she is certain of irreparable damage to the students. Like everyone else, student teachers can and will learn from their mistakes. If the cooperating teacher must take over, it should be done with tact and finesse.
- Schedules a conference with the student teacher as soon as possible after the conclusion of the lesson to help him/her determine why the situation occurred and what measures could be taken to handle a similar situation in the future.
- Confers with the University Supervisor if the student teacher cannot be permitted normal responsibility without jeopardizing the best interest of the students. If dispositional expectations are not met, changes to the placement may result.
- Addresses parental concerns (along with the principal) regarding their son/daughter being taught by a student teacher.

Professional Growth and Development

- Advises and guides the student teacher in proper interpretation and involvement in faculty room experiences and discussions.
- Encourages professional reading.
- Prepares the student teacher for interactions with parents, administrators, and/or other teachers.
- Guides the student teacher to become conscious of the application of professional ethics to the many and varied situations which may arise.

Evaluation of Growth and Development

- Makes evaluation a continuous process.
- Helps the student teacher analyze each lesson taught, determining strengths and areas of growth.
- Evaluates student teaching experiences at the end of each day and provides pertinent feedback which will promote continuing improvement.
- Schedules a conference time each week to evaluate progress and to plan for subsequent experiences. This conference time should be:
 - used to discuss teaching techniques, strategies, and teaching materials.
 - analyze problems which may have occurred that require attention.
 - Assess areas of teaching that have been successful as well as areas of growth.
- Completes a recommendation for each student teacher.
- Guides the student teacher's self-evaluation at the midpoint and at the close of the assignment.
- Reports the status of professional growth and development of the student teacher to the University Supervisor.
- Evaluates the student teacher on the four domains of Danielson, including the sub-domains, and provides written feedback related to the candidate's progress in each domain.

EXPECTATIONS, GUIDELINES & OUTCOMES

UNIVERSITY SUPERVISORS

Professional Partnership

- Develops and maintains a professional relationship between cooperating teacher, school administration, and student teacher.
- Works with the school administration and the cooperating teacher to help the student teacher make the transition to a professional teacher.
- Schedules an initial conference with each cooperating teacher to discuss the expectations of the student teaching experience.
- Be available as a resource person for the assigned cooperating teacher and student teacher.
- Works closely with the cooperating teacher to avoid giving contradictory information to the student teacher.
- Helps student teachers to analyze their teaching experiences.
- Confers with school administrators to discuss issues concerning the student teaching program and/or particular student teachers.
- Serves as a liaison between student teachers and the building and district personnel.

Observation Planning

- Reviews the manner and logistics of observations and conferences.
- Reviews the type, level, and intensity of experiences which contribute to the growth of student teachers.
- Provides guidance and information to aid the cooperating teacher in preparing an evaluation of the student teacher's performance.
- Observes the student teacher's teaching and provide guidance to make his/her teaching more effective and efficient.

Concerns and/or Issues During Student Teaching

- Assists student teachers with problems which may arise during the student teaching experience. The University Supervisor should serve as a liaison between the student teacher and the school. The University Supervisor should make every reasonable effort to assist the student teacher in making the adjustment to the professional world. This may entail more than the minimum number of observations, more frequent conferences, three-way conferences, etc. The University Supervisor is also responsible for enlisting the aid of the Director of Partnerships, Professional Experiences, and Outreach to utilize other university services including the Units' dispositional expectations for candidates.
- Reports any major problems concerning a student teacher to the Director of Partnerships, Professional Experiences, and Outreach.

Evaluation of Growth and Development

- Works with the cooperating teacher in evaluating the student teacher in terms of growth in skills and techniques in teaching.
- Observes each teacher candidate a minimum of six times per semester or three times per 8-week assignment. An observation may be announced or unannounced. In order to gather sufficient information and to provide effective feedback, an observation should include a complete lesson. During the observation, the student teacher's lesson plan as well as the implementation of the plan should be considered by the supervisor. If possible due to the teaching schedule, each observation should be immediately followed by a conference with the student teacher.
- Provides constructive feedback through positive comments and when applicable, noting areas of growth along with providing suggestions for improvement.

- Data gathered from observations will be utilized in the preparation of performance ratings for the student teacher.
- Evaluates each observation and confers with the student teacher and the cooperating teacher.
- Schedules a mid-assignment conference with the cooperating teacher and student teacher to discuss the progress of the student teacher with all appropriate assessment documentation.
- Conducts an end-of-assignment conference with the cooperating teacher and the student teacher for the purpose of completing the overall evaluation of the student teacher and completing the PDE 430 and other appropriate assessment documents.
- Assigns the final grade in consultation with the cooperating teacher.
- Completes a recommendation for each student teacher.
- Evaluates the student teacher on the four domains of Danielson, including the sub-domains, and provides written feedback related to the candidate's progress in each domain.

REQUIREMENTS FOR THE STUDENT TEACHER

The cooperating teacher and University Supervisor should plan together to establish specific requirements for the student teacher. Student teachers should be responsible for the following:

- Assuming full responsibility for the class/schedule for a period of time to which the cooperating teacher and University Supervisor agree; the decision concerning how and when to increase a student teacher's classroom responsibilities should be a joint decision, involving all three key participants – the cooperating teacher, the student teacher, and the University Supervisor.
- Writing daily lesson plans for all lessons taught.
- Using educational technology either alone or in conjunction with the cooperating teacher.

TEACHING RESPONSIBILITIES FOR THE STUDENT TEACHER

The student teacher should assume a series of gradually more challenging tasks. The student teacher should:

- Begin with observations.
- Continue with assisting the mentor teacher or department/grade level members with small tasks such as tutoring or teaching small groups.
- Progress to responsibility for instructing one or more subjects/classes.
- Proceed to full responsibility for instructing the class/schedule (if appropriate).

Progress in the assignment of new tasks will depend upon the readiness of the student teacher and the needs of the students. The cooperating teacher should give consideration to the student teacher's satisfactory completion of tasks at each stage. The student teacher is expected to participate in all aspects of teaching, including but not limited to attending faculty meetings and parent conferences, reviewing homework, and administering assessments.

SUGGESTIONS TO ASSIST IN PLANNING FOR THE STUDENT TEACHING EXPERIENCE

COOPERATING TEACHERS

Initial Meeting and Conference (if possible)

- _____ Review your student teacher's autobiographical information.
- _____ Provide an overall picture of your students and your classroom.
- _____ Specify certain basic teaching responsibilities for the student teacher (example: lunch count, attendance, etc.).
- _____ Establish a weekly conference time.
- _____ Discuss general policies for classroom management.
- _____ Exchange home and/or cell telephone numbers (suggested).
- _____ Provide a copy of teaching schedule (if possible).

Before the Student Teacher Arrives

- _____ Inform the students and parents.
- _____ Collect materials and textbooks for the student teacher to use.
- _____ Dedicate a desk and work space for the student teacher.
- _____ Make a copy of the detailed class schedule for the student teacher.
- _____ Verify the student teacher's arrival with the principal and office staff.
- _____ Duplicate copies of class lists, seating charts, and the school calendar.

On the First Day

- _____ Involve the student teacher in observing:
 - _____ how students are called into a group;
 - _____ how students are dismissed from a group;
 - _____ verbal and non-verbal signals the teacher uses;
 - _____ how students get ready for lunch, recess, library, specials, etc.;
 - _____ how classroom routines are established.
- _____ Provide opportunity for student teacher to interact with the students by:
 - _____ working with large groups;
 - _____ working with small groups;
 - _____ helping individual students with seatwork, classroom assignments, projects, etc.

During the First Week

- _____ Introduce the student teacher to the school staff. This could be done at a faculty meeting or by a note of introduction to staff.
- _____ Help the student teacher to become familiar with the school facilities.
- _____ Orient the student teacher to the school, appropriate school and district personnel, support services, students, and community.
- _____ Share school rules, regulations, policies, and the faculty handbook.
- _____ Discuss expectations for the student teacher regarding:
 - _____ confidentiality
 - _____ working hours
 - _____ reporting times
 - _____ procedures to follow in case of illness
 - _____ procurement of supplies
 - _____ other general responsibilities
- _____ Review the school district's discipline policy.
- _____ Give the student teacher opportunities to adjust to being in front of the class.
- _____ Explain your methods of assessment, record keeping, and communication with parents.
- _____ Help the student teacher become familiar with the location, operation, and procedures or using various pieces of instructional equipment.
- _____ Share curriculum and review educational goals.
- _____ Confer with the student teacher daily.

- _____ Afford the opportunity for student teacher to learn the students' names by:
 - _____ writing brief observations of each student when applicable or having access to class roster(s);
 - _____ observing any special needs of the students;
 - _____ establishing individual relationships with the students.
- _____ Allow for opportunity to become familiar with managements tasks by:
 - _____ taking responsibility for daily attendance, lunch count, lunch and/or milk monies;
 - _____ learning procedures for transition of groups and activities.
- _____ Share grading procedures by:
 - _____ discussing which criteria are emphasized;
 - _____ discussing the report card used by the school system;
 - _____ learning the methods used for determining grades and for keeping grades.
- _____ Allow engagement in directed observation by student teacher by:
 - _____ observing how a lesson is introduced, how a group is called together, and dismissed, how new material is introduced;
 - _____ reviewing manuals and learning the procedures for using them.
- _____ Review the cooperating teacher's presentation by:
 - _____ following the teacher's written lesson plan;
 - _____ discussing the outcome of the lesson.
- _____ Share classroom management techniques by having the student teacher:
 - _____ noting management strategies that work with each class;
 - _____ establishing authority with the students.
- _____ Encourage the student teacher to actively participate in the teaching process by:
 - _____ teaching a lesson to the entire group;
 - _____ teaching a small group activity planned by the cooperating teacher;
 - _____ working with individual students who are having difficulties;
 - _____ assuming more classroom responsibilities, depending upon the readiness of the student teacher; some need more time to gain confidence.

During the Second Week

- _____ Discuss the developmental characteristics of the age group currently being served.
- _____ Discuss unique student characteristics which directly affect student learning.
- _____ Check lesson plans prior to utilization.
- _____ Provide student teacher with opportunities to observe and to be involved in parent conferences.
- _____ Permit the student teacher to accept more teaching responsibilities by:
 - _____ completing the planning to meet students' individual needs;
 - _____ evaluating the cooperating teacher's plans and actual teaching to see why certain activities were carried out or modified;
 - _____ differentiating among types of questions asked by the cooperating teacher and understanding why different types of questions are used;
 - _____ listening carefully to students to be able to respond in an appropriate manner;
 - _____ taking responsibility for one group activity such as teaching a reading group or a specific class;
 - _____ leading a group discussion.
- _____ Allow the student teacher to assume the role of the teacher by:
 - _____ making decisions based on the cooperating teacher's rules and policies;
 - _____ being aware of the effect of the cooperating teacher's verbal and nonverbal behavior;
 - _____ solving discipline problems consistent with policies acceptable to the cooperating teacher.
- _____ Provide frequent written and oral feedback to the student teacher.
- _____ Alert the principal and University Supervisor immediately if significant problem areas emerge.
- _____ Confer with the student teacher daily.

Beginning the Third Week to End of Student Teaching

- _____ Promote self-evaluation of lessons by the student teacher. This reflection will help him/her to develop a perception of his/her strengths and areas of need.
- _____ Give the student teacher an opportunity to accept full responsibility for the class/schedule.
- _____ Encourage increasingly independent lesson plan development by the student teacher.
- _____ Continue informal daily evaluations noting the student teacher's strengths and areas of need.
- _____ Assist the student teacher in developing skills to analyze his/her teaching performance, techniques and strategies.
- _____ Commend the student teacher for his/her strengths.
- _____ Permit the student teacher freedom to try his/her own ideas and techniques; reassure the student teacher that just because a technique failed, it was not necessarily due to poor judgment or an inadequate instructional strategy or technique.
- _____ Demonstrate techniques which will help the student teacher remediate weaknesses.
- _____ Confer with University Supervisor throughout the term and in preparing the final student teacher evaluation.
- _____ Complete and share your observation evaluations with student teacher and University Supervisor.
- _____ Complete and share your mid and final evaluations with student teacher and University Supervisor.
- _____ Submit evaluations with signatures to the University Supervisor.

SUGGESTIONS TO ASSIST IN PLANNING FOR THE STUDENT TEACHING EXPERIENCE

UNIVERSITY SUPERVISORS

Information and Orientation

- _____ Explain the goals, philosophy, and organization of the teacher preparation program.
- _____ Confer about the experiences and responsibilities the student teacher should have under the direction of the cooperating teacher.
- _____ Explain procedures used to evaluate the student teacher.
- _____ Serve as a resource person for the cooperating teacher and school district.
- _____ Assist the cooperating teacher in completing the official paper work required for the program.

Classroom Visitations and Observations

- _____ Contact the cooperating teacher and student teacher within the first week.
- _____ Observe the student teacher for a full period during each of the required six visits.
- _____ Consult regularly with the cooperating teacher on the performance of the student teacher.
- _____ Discuss with the cooperating teacher possible techniques and methods for use by the student teacher.
- _____ Invite the cooperating teacher's suggestions and recommendations for enhancing the student teacher's experience.

Evaluations

- _____ Evaluate in written and oral form the performance of the student teacher in the classroom or laboratory.
- _____ Confer with the cooperating teacher following each classroom or laboratory observation.
- _____ Discuss the final evaluation of the student teacher with the cooperating teacher prior to awarding the final grade(s).

EVALUATION POLICIES

The cooperating teacher and the University Supervisor should be as open and candid as possible in their evaluations of the student teacher. The student teacher should be fully aware of the assessment of his/her performance at all times. Each semester, the Office of Partnerships, Professional Experiences, and Outreach will distribute a calendar which identifies the midterm date. Each student teacher will receive formal midterm evaluations (PDE 430 and Observation Report) as well as final evaluations (PDE 430, Observation Form, 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 student teacher. This evaluation should be a joint effort between the University Supervisor and the cooperating teacher. All evaluation forms are to be submitted to the Office of Partnerships, Professional Experiences, and Outreach.

The evaluations should represent the assessment of the student teacher's performance by the University Supervisor and cooperating teacher at this juncture. 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 require a written individualized action plan.

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 will provide a memo to the Associate Dean to bring to their attention to the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated.

Step One: If, no later than midpoint of the placement, the performance of a student teacher is evaluated by the cooperating teacher and/or the University Supervisor as unsatisfactory, and if the prognosis for future satisfactory performance is questionable, the University Supervisor must inform the Director of Partnerships, Professional Experiences, and Outreach. A conference may be set-up by the Director of Partnerships, Professional Experiences, and Outreach to include, but not limited to the student teacher, the cooperating teacher, the University Supervisor, the Associate Dean, and if necessary, the school principal.

Step Two: The Director of Partnerships, Professional Experiences, and Outreach, in consultation with the University Supervisor and/or cooperating teacher, will create an improvement plan with action steps, dates of completion, and expected outcomes. All plans will be shared with the Associate Dean.

There are two possible outcomes in Step Two:

- *Outcome 1:* If the student teacher follows the plan and performance improves, the progress will be reported, in written form, to the University Supervisor, cooperating teacher, Director of Student Teaching, the Program Director, and Associate Dean for Teacher Education. The student teacher may continue with the assignment.
- *Outcome 2:* If the student teacher does not improve, additional steps may be issued and decisions will be made dependent on the nature of the problem, including failing or removal from the student teaching placement.
 - *Decision A:* Based on documented evidence, an additional individualized action plan may be created with actions steps, dates for completion, and expected outcomes. The Director of Partnerships, Professional Experiences, and Outreach will construct the IAP and work with the appropriate people, which could include the University Supervisor, student teacher and/or cooperating teacher. The IAP will be reviewed by the Associate Dean. The outcome of the additional individualized action plan will be evaluated by Director of Partnerships, Professional Experiences, and Outreach, University Supervisor, and Associate Dean. The decision will be communicated to the student teacher concerning the assignment.
 - *Decision B:* If the student teacher is permitted to continue Student Teaching at another time and/or location, the University Supervisor, in collaboration with the Director of Partnerships, Professional Experiences, and Outreach, will assign an I (Incomplete) grade and extend the student teaching assignment in the same semester, if possible, or within the next two subsequent academic semesters.
 - The student teacher must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course.
 - *Decision C:* After a review of the documentation, the decision may be to terminate student teaching completely. The Director of Partnerships, Professional Experiences, and Outreach, University Supervisor, and Associate Dean will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the above mentioned parties will meet with the student to explain the reason for the termination and will advise the student teacher of the option to completely withdraw from the current semester. The Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further student teaching placements by Shippensburg University.

ASSESSMENT/EVALUATION

Type of Assessment/Evaluation	Who Completes	Approximate Timeline
Mid-Point Evaluations	Cooperating Teacher University Supervisor	4 weeks
Mid-Point PDE 430	Cooperating Teacher University Supervisor	7 th -8 th week
Final PDE 430	Cooperating Teacher University Supervisor	7 th -8 th week
Diversity Awareness Survey	Student Teacher	During final professional development day
Quality Assurance Survey	Student Teacher	During final professional development day
Self-Evaluation of Professional Dispositions	Student Teacher	During final professional development day

**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=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished

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. Setting Instructional Outcomes (value, sequence, and alignment; clarity; balance; suitability for diverse learners)				
D. Demonstrating Knowledge of Resources (from various sources—school, district, community; technology resources)				
E. Designing Coherent Instruction (learning activities, instructional materials and resources, grouping, lesson and unit structure; adaptation to student needs; incorporation of technology)				
F. Designing Student Learning (consistence with instructional goals, criteria and standards, variety of methods, use for planning)				
Comments About Category I: Planning and Preparation				
0=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished				
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=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished				
CATEGORY III: INSTRUCTIONAL DELIVERY	0	1	2	3
A. Communicating with Students (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. Using Assessment in Instruction (assessment criteria; feedback from students; student self-assessment and monitoring; 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=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished				
CATEGORY IV: PROFESSIONALISM	0	1	2	3
A. Reflecting on Teaching (effectiveness, achievement of instructional outcomes, suggestions for improvement)				
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)				
G. Showing Awareness of School/District/State Policies and Regulations (attendance, punctuality; <i>PA Code of Conduct</i>)				
Comments about Domain IV: Professional Responsibilities				
0=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished				
Overall Evaluation				

General Comment about Student Teacher's Progress and Potential:

Cooperating teacher Signature

Date

Student Teacher Signature

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

Teacher Candidate Name _____

School _____

Cooperating Teacher Name _____

Class Observed / Grade Level _____

Date _____

Day _____

Time _____

Subject of Lesson _____

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		0	1	2	3
Category I: Planning and Preparation					Category III: Instructional Delivery									
Demonstrating Knowledge of Content & Pedagogy					Communicating with Students									
Demonstrating Knowledge of Students					Using Questioning and Discussion Techniques									
Setting Instructional Outcomes					Engaging Students in Learning									
Demonstrating Knowledge of Resources					Using Assessment in Instruction									
Designing Coherent Instruction					Demonstrating Flexibility and Responsiveness									
Designing Student Learning					Connecting Plan to Delivery									
COMMENTS ABOUT CATEGORY I					COMMENTS ABOUT CATEGORY III									
Category II: The Classroom Environment					Category IV: Professionalism									
Creating an Environment of Respect & Rapport					Reflecting on Teaching									
Establishing a Culture for Learning					Maintaining Accurate Records									
Managing Classroom Procedures					Communicating with Families									
Managing Student Behavior					Contributing to the School Community									
Organizing Physical Space					Growing and Developing Professionally									
					Showing Awareness of School/District/State Policies and Regulations									
COMMENTS ABOUT CATEGORY II					COMMENTS ABOUT CATEGORY IV									
AREAS OF MASTERY					AREAS FOR IMPROVEMENT AND GROWTH									

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OVERALL COMMENTS / SUGGESTIONS / RECOMMENDATIONS

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University Supervisor Signature

Date

Student Teacher Signature

Date

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)

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

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

Justification for Evaluation

Student's Last Name _____ First _____ Middle _____

Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

PDE-430

Student's Last Name _____ First _____ Middle _____

Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

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

Student Teacher’s performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

Excerpts from Student Teaching Handbook

**For
Student Teachers**

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. 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.

Parking: Parking spaces at many schools are limited and employees have designated parking spots. Ask about appropriate or designated parking areas on where you should park. In many schools, you may get your own designated parking spot.

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! Student teachers are expected to have the same arrival and departure times as regular faculty in the school district where they are placed. Student teachers are expected to follow the school district calendar for all days in attendance.

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 Partnerships, Professional Experiences, and Outreach 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.

Transportation & Travel Time: Student teachers 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 with inclement weather.

Professional presentation: Be aware that presentation of yourself as a professional educator includes what you communicate about yourself via email, web and phone. “Wildthing” 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 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 make a great impression. You never know where your educational journey will lead.

GETTING TO KNOW YOUR STUDENT TEACHING SCHOOL & 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 start - request copies of the curriculum and texts. Prepare to "hit the ground running" on your first day. First impressions are important - what do you want your mentor to remember about you the day after your meeting?
- **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. This interest demonstrates your personal 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 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, 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, 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 back on 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.
- **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.
 - Student teachers 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 student teacher to report lateness to the University Supervisor.
 - Student teachers are responsible for the full teaching day. The student teacher reports to the assigned school at the same time that 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.
 - 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. Absences are excused for extreme circumstances such as serious illness, a death in the family, or 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 Partnerships, Professional Experiences, and Outreach. 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, contact your University Supervisor, or contact the OPPEO Office.
- **Transportation:** Student teachers must not transport school students in any vehicle. This stipulation includes field trips and other activities.
- **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 Partnerships, Professional Experiences, and Outreach. Familiarize yourself with your school district's policies regarding harassment.

POLICIES AND PROCEDURES

STUDENT TEACHING PLACEMENTS

The Office of Partnerships, Professional Experiences, and Outreach 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 Office of Partnerships, Professional Experiences, and Outreach must consider multiple aspects and available resources, including supervisor travel time with 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 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 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 Office of Partnerships, Professional Experiences, and Outreach. Student teachers 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.

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. Therefore, students are not permitted to start prior to the beginning of the semester due to liability. Please note that this information is also shared with the cooperating teachers.
- Any student in programs requiring two 8-week student teaching placements will conclude their first placement on Wednesday of the 8th week and start in their new placement on the Monday of the 9th week. Exceptions to this can be discussed with University Supervisors and the Director of Office of Partnerships, Professional Experiences, and Outreach.
- 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 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) in order 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 (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 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 (fieldexperiences@ship.edu). The Director of Office of Partnerships, Professional Experiences, and Outreach will work 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 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 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 or not 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:

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 Partnerships, Professional Experiences, and Outreach will work with you and your faculty supervisors to ensure that you will meet graduation and PDE certification requirements.

DISMISSAL FROM STUDENT TEACHING

Policy:

When a student teacher 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.

Procedure:

The student teacher 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 student teacher.*

Student Teaching is a Shippensburg University course. In the final analysis, the College of Education and Human Services personnel are legally responsible for the grade a student teacher 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.

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.

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 Office of Partnerships, Professional Experiences, and Outreach.

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.

All student teachers must adhere to the Pennsylvania Department of Education Code of Conduct. Any teacher candidate, whose behavior is considered unprofessional by the cooperating teacher, University Supervisor, or principal, 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.

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 DISPOSITIONS

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.

PROFESSIONAL DRESS

Dress appropriately. 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. Recommendations are:

Ladies:

Dresses (no more than 2 inches above the knee)

Skirts (no more than 2 inches above the knee)

Slacks/Dress pants

Blouses

Closed-toe shoes

Open-toe shoes with heels

Gentlemen:

Slacks or khakis

Shirts (button down or polo)

Sport coats/jackets

Ties (optional) – highly recommended for the secondary setting

Dress shoes/loafers

In all circumstances, be sure that you can reach and bend without exposing undergarments, cleavage, midriff or backside. In general, if in doubt when preparing for school, use the following guidelines:

- No short skirts or dresses.
- No shorts.
- No low necklines.
- No tight slacks.
- No spaghetti straps or tank tops.
- No exposed midriffs.
- No slogan T-shirts.
- No sweatpants or sweatshirts.
- Denim – Blue jeans are inappropriate in many school settings, except on “dress-down days.” If you participate in the dress-day days, jeans should be free of holes.
- No flip-flops. Note: Some schools do not allow open-toe shoes/sandals.
- No yoga pants.
- Leggings are not pants. Leggings can only be worn with skirts, dresses, or long shirts that extend to mid-thigh.
- Offensive tattoos must be covered.
- Natural hair color only.

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	<ul style="list-style-type: none"> • Share number with friends you choose • Answer those calls you want to when you want to • Exchange text messages as you wish 	<ul style="list-style-type: none"> • Do not share your number with students or parents • Do not take calls from students • Do not send or respond to text messages from students
Email	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Do not allow students and parents 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

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 Office of Partnerships, Professional Experiences, and Outreach 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 Pennsylvania Department of Education 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. Any questions regarding certification and testing should be addressed to Mr. Brad Nailor, Assessment and Accreditation Coordinator at bm nailor@ship.edu or 717-477-1355.

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) your 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.
- 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.

Checklist for Student Teachers

Time Teachers Enter and Leave

- AM
- PM

Cooperating teacher's Supervisory Duties

- Recess
- Restrooms
- Halls
- Assemblies
- Study halls
- Cafeteria duties
- Buses
- Before/after school supervision
- Other duties

Homeroom Procedures

- Attendance
- Daily announcements
- Opening exercises

Scheduling Considerations

- Schedule for special classes
- Speech
- Music lessons
- Resource room
- Tutors
- Itinerants
- Instructional aids

Classroom Forms and Records

- Attendance
- Excuse notes
- Lunch count forms
- Hall pass forms/lavatory passes
- Health pass forms
- Grading forms and system
- Report forms and report cards
- Discipline forms
- Behavior tracking sheet
- Positive behavior support forms
- Health records
- Permanent record forms
- SAP
- IEP
- Concussion forms
- Other special forms

Student Information

- Names
- Ability levels
- Methods for grouping and flexibility of the groups
- Special seating arrangements
- Special health and physical needs of students (Consult District Confidentiality Policy)
- Appropriate home and family information (Consult District Confidentiality Policy)
- Procedures for involving school counselors, social

workers, and/or parents in helping students

- Any special physical needs of students (allergies, etc.)
- Any accommodations & modifications of students

Classroom, Laboratory Procedures & Facilities

- Method used to take and record attendance
- Methods used to take and record lunch count
- Procedure to send and receive messages
- System used to dismiss students to other classes, recess, lunch, and fire drills
- Method used to distribute, collect & store materials
- Procedures for students who finish class work early
- Procedure to close the school day
- Become familiar with the physical facilities of the school

General Supplies

- Procedure to requisition supplies
- Location of supplies
- Supplies with free access and those which require special permission

Curriculum, Instruction, and Materials

- Review the course of study & units for semester
- Review the curriculum maps
- Obtain textbooks and reference materials
- Learn the location of these materials
- Learn which materials the students supply
- Learn the materials the student teacher will need to supply

Library/Media Center

- Review checkout and return procedures
- Identify the location of card catalogue, special reference materials, videos, computer software, and curriculum materials
- Become familiar with the available professional journals and publications

Other Equipment/Technology

- Procedures for duplicating and/or reproducing materials using the photocopier
- Ask how do I use the Smartboard
- Ask about process to use the laminator machine
- Ask about any other classroom technology

Keep the University Supervisor Informed

- Provide school and classroom schedules
- Share whatever paperwork the University Supervisor needs about the school (e.g., school rules, regulations, policies)
- Communicate regularly
- Communicate with any concerns or questions

Keep a list of questions as situations occur so that you can discuss them with the cooperating teacher and University Supervisor.

**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***

IMPORTANT TELEPHONE NUMBERS

Director of Partnerships, Professional Experiences, and Outreach (Candace Claar)	717-477-1487 caclear@ship.edu
University Supervisor #1	
University Supervisor #2 (if applicable)	