Dear Cooperating Teacher,

On behalf of Shippensburg University’s Professional Semester Faculty, we would like to thank you for sponsoring a Professional Semester student as a guest in your classroom. We believe that it is imperative that our students gain experiences as observers and pre-student teachers. Your support during a student’s Professional Semester will be advantageous to him/her now, as well as during the student teaching experience. Attached to this letter are the Cooperating Teacher Guidelines that outline expectations for the semester. Please review those guidelines with your Professional Semester student.

Your Professional Semester student will begin his/her experience with you on Tuesday, February 21, 2012 and is expected to be in your classroom every Tuesday and Thursday until Monday, April 2\textsuperscript{nd}. Beginning Monday, April 2 your Professional Semester student will be with you on a full time, daily basis until Friday, April 20, 2012. During the April field experience, professional semester students are to follow the school’s schedule for breaks; so they will be on spring break one Tuesday, March 13 and Thursday March 15. The Professional Semester student will return to your class on Tuesday, March 20\textsuperscript{th}. In accordance with the Professional Semester Attendance Policy, these dates are excused absences from the field and do not need to be rescheduled. However, if a Professional Semester student is absent for illness or other issues, the student must find time in the school’s schedule to make up the days missed.

Your Professional Semester student is not permitted to use a cellular phone or personal e-mail during the entire school day in the field, including planning and lunch time. Text messaging is not permitted, and phones are not permitted to be on vibrate. Professional semester students are to use school computers for only academic purposes. Cooperating teachers are asked to contact the Student Information Chair with any concerns regarding this policy or students’ infringements of this policy.

Your Professional Semester student has been assigned a faculty mentor to monitor his/her progress during field experiences. Your student should give you the name of his/her faculty mentor. If there is a problem with the Professional Semester student’s dispositions or professional preparation, please contact the mentor and the mentor will visit your classroom. Please also feel free to contact the mentor at any time regarding your concerns.

Your Professional Semester student may be required to complete specific assignments related to course content during field experiences. Your student should discuss the process for completing each assignment. If you anticipate a problem with any assignment, please contact that professor listed in this packet.
You will use the *Cooperating Teacher Evaluation form*, the last page in the *Cooperating Teacher Guideline*, to critique your Professional Semester student’s content knowledge, pedagogical skills, and professional dispositions. Your Professional Semester student is impacted in his/her course work related to your evaluation, so please take time to review your comments with your student. Please return the form to the Teacher Education Office, 214 Shippen Hall, Shippensburg University, Shippensburg, PA 17257 before April 25, 2012. We appreciate the prompt return of this form because the evaluation form is used to compile final grades in all professional semester coursework.

*It is important to note that* when completing the evaluation form, remember that your Professional Semester student is **not a student teacher yet**. **Your evaluation is based on pre-professional abilities.** Please think of the as a beginning colleague, one who is **developing** in a range of unacceptable to outstanding. Again, please do not hesitate to contact any faculty member if you have any questions or concerns.

Your Professional Semester student may also be your student teacher for the following semester, if you choose to mentor him/her. The Cooperating Teacher Evaluation form includes a section for you to complete outlining your willingness to work your professional semester student during student teaching in the Fall 2012. However, if you have a Professional Semester student who has an Early Childhood minor, he/she may not student teacher until Spring 2013. Early Childhood minor students must complete the Early Childhood block of classes prior to student teaching.

Attached to this letter, you will find a list of all Professional Semester faculty, their e-mail addresses and phone numbers, the *Cooperating Teacher Guidelines* and a Cooperating Teacher Evaluation form. Thank you again for sponsoring a Professional Semester student in your classroom for this semester.

Sincerely,

Professional Semester Committee  
Department of Teacher Education  
Shippensburg University  
209 Shippen Hall  
Shippensburg, PA 17257  
(717)477-1688
## PROFESSIONAL SEMESTER FACULTY DIRECTORY

<table>
<thead>
<tr>
<th>Professor</th>
<th>Subject</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Christine Royce</td>
<td>Science</td>
<td>SPH 214A</td>
<td>1681</td>
<td><a href="mailto:caroyc@ship.edu">caroyc@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Andrea Malmont</td>
<td>Science</td>
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<td>1724</td>
<td><a href="mailto:agalm@ship.edu">agalm@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Han Liu</td>
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<td>SPH 227</td>
<td>1293</td>
<td><a href="mailto:hliu@ship.edu">hliu@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Julie Bao</td>
<td>Social Studies</td>
<td>SPH 223</td>
<td>1346</td>
<td><a href="mailto:jgbao@ship.edu">jgbao@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Robert Ziegenfuss</td>
<td>Math</td>
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<td>1337</td>
<td><a href="mailto:rgziegenfuss@ship.edu">rgziegenfuss@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Mary Paxton</td>
<td>Language Arts</td>
<td>SPH 211</td>
<td>1110</td>
<td><a href="mailto:mlpaxton@ship.edu">mlpaxton@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Donald Philpot</td>
<td>Language Arts</td>
<td>SPH 207</td>
<td>1191</td>
<td><a href="mailto:DKphilpot@ship.edu">DKphilpot@ship.edu</a></td>
</tr>
<tr>
<td>Dr. Lynn Baynum</td>
<td>Reading</td>
<td>SPH 209</td>
<td>1102</td>
<td><a href="mailto:LFBayn@ship.edu">LFBayn@ship.edu</a></td>
</tr>
</tbody>
</table>
Cooperating Teacher Guidelines
For Professional Semester Students
during Field Experiences

Spring 2012
Professional Semester Policies

Participation and Attendance in Professional Semester Experiences

Participation in all professional semester activities is considered essential to your academic program and professional development; therefore, full participation and attendance are required in professional semester classes, your public school assignment and any announced meetings. If a student misses a professional semester activity such as the large group meetings, professional days, or meetings with mentors, one percentage point will be subtracted from the earned total in the professional experience component for each absence. If a student is late for any of these meetings, one half of one percentage point will be subtracted for each instance.

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

Absence Policy From Field Experience

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

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

School Closings/Phone Numbers

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

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

Use of Electronic Devices

Professional Semester students are not permitted to use cellular phones or personal e-mails during the entire school day in the field, including planning time and lunch. If a student has an emergency and needs to be available, the student may ask the cooperating teacher for permission to use the phone or receive a phone call. Students are not permitted to use personal or school computers or phones for personal business. Phones are not permitted to be on vibrate. Cooperating teachers are asked to contact the Student Information Chair with any concerns regarding this policy.
Parent-Teacher Conferences
When parent/teacher conferences are held during school time, with teacher and parent permission, students are encouraged to attend the conferences. When conferences cannot be attended, students should use time wisely working in the teacher’s classroom or school. Likewise, you will be expected to attend in-service programs, faculty meetings, grade level meetings, etc., which are held during school time. During the two week period, teachers will expect you to join them for lunch, stay after school, etc.

Professional Semester Faculty Mentor
You will be assigned a Professional Semester faculty mentor, who will collect your mentoree info and touch bases with you regarding your school performance. You need to contact your mentor if a problem arises that is connected with your placement or classroom performance. For issues concerning the school and district, please contact the Field Service and also inform Dr. Paxton.

Description of Professional Semester

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

During the field experience, you will participate in a classroom on Tuesday and Thursday of each week starting Tuesday, February 21, and a full 2 week experience starting Monday, April 2 and ending April 20, 2012.

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

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

- to observe the instructional and managerial strategies of the cooperating teacher.
- to assume instructional responsibilities considered appropriate for a student teacher during her/his first week of student teaching, such as: one-to-one interactions with students, small group instruction and total class instruction in highly supervised settings.
During the last full week the pre-student teacher is in the classroom, it is recommended that s/he act as a substitute teacher and teach for one full day. For this occasion, the Cooperating Teacher is asked to outline the day, to plan and organize materials, and to discuss in detail what the pre-student teacher should prepare to teach. During this day, it is assumed that the Cooperating Teacher will remain in the classroom so that the pre-student teacher will have support and supervision.

**Cooperating Teacher’s Suggested Sequence for Field Experience**

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

**First 3 Weeks: Activities could include, but are not limited to:**
- Observing the classroom, becoming aware of students’ academic levels, needs and interests
- Reading stories, teaching one-on-one, tutoring individual students

**Weeks 4 - 7: Activities could include, but are not limited to:**
- Reading stories, teaching one-on-one, tutoring individual students
- Assuming responsibility for some classroom routines, i.e., attendance, lunch count, lining up for special classes, recess
- Planning and teaching small group instruction, teaching a follow-up for a lesson the cooperating teacher has taught, i.e., an application of skills as guided practice in math, social studies, and/or language arts
- Teaching a lesson using the cooperating teacher’s plan and materials

**Last 2 Weeks: Activities could include, but are not limited to:**
- Assuming responsibility for routine classroom routines, i.e., attendance, lunch count, line-up to-and-from special classes and recess
- Teaching one or two follow-up lessons to reinforce a concept the cooperating teacher has taught, i.e., an application of skills as guided practice in math, social studies, language arts
- Teaching one or two lessons each day in highly supervised situations
- Planning and teaching sequenced instruction for small groups
- Discussing routine classroom management strategies
- Modeling and discussing instructional strategies that have proven effective for these students
- Describing and discussing the classroom program, i.e., concepts and units to be taught, textbooks and curricula

**Role of the Cooperating Teacher**

On-going throughout field experience activities could include but are not limited to:
- Discussing routine classroom management strategies
- Modeling and discussing instructional strategies that have proven effective for the students
- Describing and discussing the classroom program, i.e., concepts and units to be taught, textbooks and curricula
- Routinely conferencing with the pre-student teacher to provide feedback, to answer questions, and to address concerns.
- Evaluate the Professional Semester student using the Cooperating Teacher Evaluation Form.

During the last full week the pre-student teacher is in the classroom, we suggest that she/he act as a **substitute teacher and teacher for one full day**. For this occasion, the cooperating teacher is asked to outline the day, to plan and organize materials, and to discuss in detail what the pre-student teacher should prepare to teach. During this day, it is assumed that the cooperating teacher will remain in the classroom so that the pre-student teacher will have support and supervision.
Cooperating Teacher’s Evaluation Form
Directions:
Your evaluation of our professional semester student is very important to us and has two main purposes. The first is to encourage an ongoing dialogue that facilitates the professional self-awareness and growth of the student. To this end, please use the statements and scores on the evaluation form to provide feedback and facilitate conferencing. The second purpose is to provide end-point feedback for both the professional semester student and the Teacher Education faculty. **Your frank assessment is appreciated.** As you evaluate the professional semester student working with you, please make your scale score and comments as they apply to a pre-service teacher as opposed to evaluating the student as you would a student teacher or colleague.

Please return this evaluation by mail to the Department of Teacher Education, 1871 Old Main Drive, Shippen Hall 214, Shippensburg, PA 17257 on or before April 25, 2012. If you have any questions, comments or concerns, please feel free to contact the mentor of your Professional Semester student. Thank you, again, for your support and your willingness to share your classroom and expertise with our students.

It is important to note that when completing the evaluation form, remember that your Professional Semester student is **not a student teacher yet.** **Your evaluation is based on pre-professional abilities,** one who is developing in a range of unacceptable to outstanding. Again, please do not hesitate to contact any faculty member if you have any questions or concerns.

Levels of Performance

4
The pre-service teacher **demonstrated an exemplary ability** to create a community of learners with students highly motivated and engaged. The pre-service teacher is preeminently capable of assuming considerable responsibility for elementary students’ learning. The pre-service teacher **consistently demonstrated positive and professional dispositions toward teaching and learning.** The pre-service teacher is **prepared** to be an outstanding student teacher.

3
The pre-service teacher **demonstrated an outstanding to satisfactory ability** to create engagement among a community of learners. The pre-service teacher is capable of assuming considerable responsibility for elementary students’ learning. The pre-service teacher **demonstrated positive and professional dispositions toward teaching and learning.** The pre-service teacher is **prepared** to be a student teacher.

2
The pre-service teacher **demonstrated a somewhat satisfactory ability** to create a community of learners. The pre-service teacher is preeminently capable of assuming responsibility for elementary students’ learning. The pre-service teacher **didn’t consistently demonstrate positive and professional dispositions toward teaching and learning.** The pre-service teacher is somewhat **prepared** to be a student teacher.

1
The pre-service teacher **demonstrated an unsatisfactory ability** to create a community of learners. The pre-service teacher struggled to assume responsibility for elementary students’ learning. The pre-service teacher **didn’t demonstrate positive and professional dispositions toward teaching and learning.** The pre-service teacher is **not prepared** to be a student teacher.

Please add comments on the form that evidence your decision for the score. This information makes explicit your evaluation and provides the professional semester student and faculty with concrete feedback.
PROFESSIONAL SEMESTER FIELD EXPERIENCE
SHIPPENSBURG UNIVERSITY

THE COOPERATING TEACHER’S EVALUATION FORM

Please return this evaluation by mail to the Department of Teacher Education, 1871 Old Main Drive, Shippen Hall 214, Shippensburg, PA 17257 on or before April 25, 2012.

It is important to note that when completing the evaluation form, remember that your Professional Semester student is not a student teacher yet. Your evaluation is based on pre-professional abilities, one who is developing in a range of unacceptable to outstanding. Please add comments that evidence your decision for the score. This information makes explicit your evaluation and provides the professional semester student and faculty with concrete feedback used for determining a final grade.

Student ____________________________________________________________________________________

School _____________________________ Grade_________

Participating Teacher________________________________________ Date___________

Signature

Use the following scale to rate her/his performance during the field experience.

<table>
<thead>
<tr>
<th>HIGH</th>
<th>3</th>
<th>LOW</th>
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<tbody>
<tr>
<td>4</td>
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</tr>
</tbody>
</table>

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

The professional semester student:

Category I: Planning and Preparation

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

Comment:

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

Comment:

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

Comment:

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

Comment:
Category II: Classroom Environment

_____  5. established rapport with the children.
Comment:

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

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

Category III: Instruction

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

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

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

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

Category IV: Professional Responsibilities

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

_____ 13. displayed and modeled a positive attitude and enthusiasm toward learning.
Comment:
14. related to and interacted with teachers and other staff members appropriately.
Comment:

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

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

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

Attendance:
____________________________________ attended ________days. S/he was absent_______ day(s)
because______________________________________________________________________________

Dates student made up absences __________________________________________________________

School was closed for____day(s) because__________________________________________________

Student Teaching:

Please circle one. I (would like to) (would not like to) continue working with this student during the

Teaching experience. Please explain if you circled would not.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Please indicate particular strengths or definite weaknesses you observed while working with the

Professional-Semester student.

______________________________________________________________________________

______________________________________________________________________________

PLEASE USE ADDITIONAL PAPER IF MORE SPACE IS NEEDED.