THE COLLEGE OF EDUCATION AND HUMAN SERVICES

SHIPPENSBURG UNIVERSITY

Student Teaching Handbook:
A GUIDE FOR TEACHER CANDIDATES,
COOPERATING TEACHERS, & UNIVERSITY SUPERVISORS

FALL 2023

CREATED AND DISTRIBUTED BY THE OFFICE OF PARTNERSHIPS, PROFESSIONAL EXPERIENCES, & OUTREACH
GLOSSARY OF TERMS

• **Student Teaching**: The capstone experience for pre-service education majors and teacher certification candidates in other major fields. It marks both an *end* to undergraduate professional education and a *beginning* to the challenging, rewarding career of teaching. It is both a *requirement* for obtaining instructional certification and a *transition* into membership in the teaching profession.

• **Cooperating Teacher**: A tenured classroom teacher assigned to the daily supervision of the teacher candidate. According to the Pennsylvania Department of Education, this person must have at least three years of certified teaching experience on the appropriate certificate; one of which is in the district where the teacher education candidate is assigned; being certified in the content area being sought by the teacher candidate; and having a teaching assignment appropriate to the subject competency of the teacher education candidate.

• **Teacher Candidate**: An undergraduate or graduate student from Shippensburg University enrolled in the student teaching course for academic credit on a full-time basis for one semester. The teacher candidate must meet certain general and academic requirements to enroll in student teaching.

• **University Supervisor**: The individual assigned by Shippensburg University to serve as liaison between the University, the cooperating teacher, and the teacher candidate. In some cases, a teacher candidate may have more than one University Supervisor.

• **Field Director**: The Field Director is an individual employed by the University that facilitates the relationship between districts and the teacher education program.

![Teacher Education Program Gates and Status Level Matrix](image-url)
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Dear Shippensburg University Teacher Candidate,

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

This is the time to create, learn, and grow from your cooperating teacher, University Supervisor, and the students you will serve. As you are now part of an educational team, you will have an opportunity to gain experience both personally and professionally. Savor this time, enjoy each day’s challenges and rewards-- and reflect on all that occurs.

Remember, you are an ambassador from the Teacher Education Department and are representing Shippensburg University. Your professionalism and performance will not only represent your skills and abilities, but also attest to the quality of the University which you represent.

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

Warmest regards,

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

THE DRIVING FORCES OF OUR PROGRAM

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

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

ACCREDITATION INFORMATION

For full accreditation information, visit: https://www.ship.edu/academics/colleges/coehs/ncate_caep_accreditation/

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

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

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

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

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

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

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

COMMITMENT TO EQUITY

Shippensburg University is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, color, religion, national origin, age, sex, or handicap. This policy is placed in this document in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 503 and Section 504 of the Rehabilitation Act of 1973. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct equal opportunity inquiries to the Affirmative Action Officer (Title IX and 504 Coordinator), 109 Old Main, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257, or call 717-477-7447.

In the spirit of this statement, the Office of Partnerships, Professional Experiences, and Outreach assures that all students requesting placement in field experiences will receive equal opportunity for placement regardless of race, color, religion, national origin, age, sex, or handicap.
COMMITMENT TO ETHICAL PRACTICE

Each of the professionals represented in the College of Education and Human Services is guided by ethical codes of professional practice enforced through the prescribed channels of its profession. From these codes our college has created a unifying ideal that consists of seven ethical statements of principle. These statements reflect the fundamental belief that 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 to the highest standard.
- Upholding the trust of those with whom we work.
- Respecting the work of other professionals.

COVID-19 ADDENDUM

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

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

If you become ill and think the symptoms might be COVID-19 related, please:
- Schedule a test through a health provider of your choice (note: Etter Health is an option).
- Contact the OPPEO Office to notify them of the situation immediately.
- Follow the protocols of the district. Each district is different; therefore, know the protocols and policies of the district.
- Contact your Cooperating Teacher to notify of the situation immediately.
- Contact your University Supervisor to notify of the situation immediately.

In order to complete the program and certification requirements, every teacher candidate must meet the academic standards outlined by the program. Please understand that if days are missed during student teaching, these days will need to be made up at the end of the semester.

The teacher preparation program at Shippensburg University is but one of many institutions affected by our current situation. Like all institutions, there are many, many factors to consider. We must consider all decisions and policies of the University and each of our school districts with which we partner in making decisions. As you are aware, there will be shifts in learning modalities as plans change within individual districts and buildings. In some instances, these changes will occur quickly.
The Model: The Apprenticeship Model represents various competencies that scaffold our undergraduate, graduate, and doctoral candidates within a gradual release of responsibility in educational and clinical settings. There are eight competencies that represent a cluster of circles in Shippensburg University’s Apprenticeship Model Conceptual Framework. The overall cluster signifies principles of our academic and experiential structure. The individual circles include Content Knowledge, Diversity, Assessment, Instructional Planning, Theory and Research, Dispositions, Clinical Practice and Professional Standards, and Purposeful Pedagogy.

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

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

- **Content Knowledge Linked with Learner Development**: Candidates Comprehend, Apply and Value Discipline-Based Knowledge in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standards 1 and 4, Danielson Domain 1 and 3)*
- **Professional Standards Linked with Instructional Planning**: Candidates Plan and Examine Standards-Based Instruction and Integrated Technology Use to Impact Learning in Classrooms and Communities. *(CAEP Standards 1, 4, and 5, InTASC Standards 5, 6, and 7, Danielson Domain 1, 2, and 3)*
- **Purposeful Pedagogy Linked with Classroom Environment**: Candidates Implement and Evaluate Instructional Methods to Impact Learning Outcomes in Classrooms and Communities. *(CAEP Standards 1, InTASC Standard 3, Danielson Domain 1, 2, and 3)*
- **Assessment Outcomes Linked within a Systematic Analysis**: Candidates Evaluate and when appropriate Redesign Instruction to Strengthen Learning Outcomes in Classrooms and Communities. *(CAEP Standards 4, 5, InTASC Standard 6, Danielson Domain 1, 2, and 3)*
- **Theory and Research Linked with Intentional Instruction**: Candidates Use Data Driven Evidence and Decisions to Impact Learning and Development in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standards 5, 6 and 7, Danielson Domain 1, 2, and 3)*
- **Diversity Linked Across All Stakeholders**: Candidates Demonstrate a Respect for All Students’ Diverse Learning Needs in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standard 2, Danielson Domain 1, 2, 3, and 4)*
- **Dispositions Linked with Reflective Practice**: Candidates Contemplate Attitudes, Skills, and Beliefs to Ensure Fair and Equitable Treatment of Learners and Professional Partners in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standard 9, Danielson Domain 4)*
- **Clinical Practice Linked with Professional Responsibilities**: Candidates Collaborate with Partners in Classrooms and in Communities. *(CAEP Standards 3 and 4, InTASC Standard 10, Danielson Domain 1, 2, 3, and 4)*
The Outcomes: The framework for the Apprenticeship Model allows Shippensburg University to contextualize the documentation of undergraduate, graduate, and doctoral candidates’ learning outcomes in relation to our philosophy, our mission, and our Conceptual Framework competencies. Key assessments have been collaboratively designed and vetted by an Assessment System Protocol. Each assessment is linked to a specific point in time so that we ensure that we are not only evaluating candidates’ knowledge, skills, and dispositions, but that we are also continuously documenting candidates’ professional growth and development.

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

The following rubric includes 9 areas of focus. The four disposition values are included with 2-3 areas of focus identified for each disposition. Descriptors are provided for each area of focus at the levels of Does Not Meet Standards, Meets Standards, and Exceeds Behavior. Teacher candidates will be evaluated on these dispositions, based on this rubric, by each cooperating teacher and University Supervisor.
## SHIPPENSBURG UNIVERSITY'S PROFESSIONAL DISPOSITION RUBRIC

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<th>Category</th>
<th>Description</th>
<th>Target Plus One</th>
<th>Target</th>
<th>Developing</th>
<th>Unsatisfactory</th>
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<td><strong>Category I: Professional Learning &amp; Ethical Practice</strong></td>
<td>The candidate demonstrates a commitment to his/her profession, as evidenced by:</td>
<td>The candidate has demonstrated consistent effective communication in written &amp; oral formats.</td>
<td>The candidate has demonstrated professional expectations, including appearance, attendance, &amp; prompt &amp; professional responsiveness.</td>
<td>The candidate has demonstrated ethical practices, including confidentiality, fairness, equity, &amp; professional integrity when collaborating with teachers/professors &amp; PK-12 students.</td>
<td>The candidate has demonstrated an academic commitment to professional decision making, including recognizing subjective &amp; objective data &amp; how it informs his/her emergence as a professional.</td>
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<tr>
<td><strong>Overall, this candidate's disposition in this category is rated as:</strong></td>
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<td><strong>Category II: Critical Thinking &amp; Reflective Practice</strong></td>
<td>The candidate demonstrates self-awareness &amp; can identify/acknowledge his/her use of feedback to signify a comprehensive professional perspective, as evidenced by:</td>
<td>The candidate has demonstrated an awareness of his/her impact on others &amp; integrates that feedback in an effort to document growth.</td>
<td>The candidate has demonstrated purposeful self-reflection of contextual, cultural, &amp; personal factors that influence his/her clinical decision making &amp; practices.</td>
<td>The candidate has demonstrated a positive outlook related to all PK-12 students' ability to learn &amp; how his/her instructional choices influence students' learning outcomes.</td>
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<td><strong>Category III: Leadership, Interaction &amp; Collaboration</strong></td>
<td>The candidate demonstrates a commitment to building relationships with peers, professionals, &amp; the community &amp; establishes a positive rapport with PK-12 students, as evidenced by:</td>
<td>The candidate has demonstrated his/her positive interactions with PK-12 students in clinical settings &amp; during all aspects of instruction.</td>
<td>The candidate has demonstrated his/her positive interactions with professional colleagues, peers, families, &amp; stakeholders in the role of an emerging professional.</td>
<td>The candidate has demonstrated a variety of resources to communicate effectively with various stakeholders.</td>
<td>The candidate has demonstrated appropriate productivity while collaborating with peers, professional colleagues, PK-12 students, &amp; the community.</td>
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<tr>
<td><strong>Overall, this candidate's disposition in this category is rated as:</strong></td>
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<td><strong>Category IV: Stewardship for Diversity</strong></td>
<td>The candidate demonstrates a commitment to inclusive &amp; responsive environments, as evidenced by:</td>
<td>The candidate has demonstrated the value of positively impacting PK-12 students, including designing &amp; implementing various learning methods.</td>
<td>The candidate has demonstrated an appreciation for differences among people &amp; PK-12 students, including their learning, language &amp; cultural differences.</td>
<td>The candidate has demonstrated an engagement in community building to cultivate interdisciplinary &amp; interprofessional relationships to transform PK-12 students.</td>
<td>The candidate has demonstrated a commitment to advocating for the field of education &amp; the needs of his/her PK-12 students.</td>
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<tr>
<td><strong>Overall, this candidate’s disposition in this category is rated as:</strong></td>
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STUDENT TEACHING INFORMATION

TEACHER CANDIDATES
PRIOR TO STUDENT TEACHING

Before starting your placement, consider and address the following:

- **Student account:** Your student account must be paid in full or cleared, even if you do not have a balance. Details are at [www.ship.edu/Student_Accounts/Online_Bill_Payment_Information](http://www.ship.edu/Student_Accounts/Online_Bill_Payment_Information). If this is not taken care of properly, you could potentially complete your student teaching semester and not receive a grade. All charges and outstanding fees owed to the University must be paid in full.

  - **Coursework completed at another institution:** Official transcripts are required for any coursework completed at another institution anytime during your tenure at SU. Your completed application cannot be verified to PDE through TIMS until official transcripts from other institutions have been received at SU.
  - **Incomplete grades:** All incomplete grades must be completed, and a final grade recorded with the Registrar’s Office.
  - **Graduation application:** Graduation application forms and information regarding application deadlines are available at [http://www.ship.edu/Registrar/](http://www.ship.edu/Registrar/). You must apply for graduation at the beginning of your final semester.
  - **Books/Materials:** Remember to return all borrowed materials. Lost materials may require compensation. University grades cannot be released unless all materials have been returned.

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

- **The Implications of your Placement:** 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.

  - **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 teacher candidate might have a much different impression. Be proactive—reflect now on potential problems and make changes before problems have a chance to materialize.

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

  - **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. You are expected to devote the greater part of your time and energy to your teaching responsibilities. Consequently, your participation in university activities is strongly discouraged if participation requires early dismissal from school. Special requests should be cleared with the following three individuals: Director of Office of Partnerships, Professional Experiences, and Outreach, your cooperating teacher, and your University Supervisor. The Office of Partnerships, Professional Experiences, and Outreach determines 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:** Teacher candidates are responsible for arranging their own transportation to and from the assigned school. Allow for travel time to arrive at your school on time. Give yourself sufficient time in inclement weather.
• **Professional Organizations & Publications:** You are encouraged to join a professional organization and subscribe to a publication in your field of study to keep up to date with current research and classroom applications. Professional journals and other publications are often included in membership fees. Some organizations have special membership offers for college students/pre-service teachers. Ship programs are affiliated with the organizations listed below. Check with your cooperating teacher and University faculty for additional suggestions.

  - Association for Middle Level Education (AMLE)  
    www.amle.org
  - National Business Education Association (NBEA)  
    http://www.nbea.org
  - American Council on Teaching of Foreign Languages (ACTFL)  
    www.actfl.org
  - Council for Exceptional Children (CEC)  
    www.cec.sped.org
  - International Literacy Association (ILA)  
    www.reading.org
  - National Art Education Association (NAEA)  
    www.naea-reston.org
  - National Association for the Education of Young Children (NAEYC)  
    www.naeyc.org
  - National Council for Social Studies (NCSS)  
    www.ncss.org
  - National Council of Teachers of Mathematics (NCTM)  
    www.nctm.org
  - National Council of Teachers of English (NCTE)  
    www.ncte.org
  - National Science Teachers Association (NSTA)  
    www.nsta.org
  - PA Art Educator Association (PAEA)  
    www.paeablog.org
  - PA Association for the Education of Young Children (PAEYC)  
    www.pennaeyc.org
  - PA Business Ed Association (PBEA)  
    www.pbea.info
  - PA Association for Middle Level Education (PAMLE)  
    www.pamle.org
  - Pennsylvania Science Teachers Association (PSTA)  
    www.pascience.org

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**CLEARANCES/REQUIRED DOCUMENTATION**

**Before you can begin student teaching**, a copy of each of the following must be submitted to the Office of Partnerships, Professional Experiences, and Outreach prior to the beginning of the student teaching semester. Clearance packets are available on the website and at the office. You are responsible for the timely procurement and cost of each. If any of the clearances indicate offenses or the TB test indicates “positive,” contact the Office of Partnerships, Professional Experiences, and Outreach immediately at fieldexperiences@ship.edu. All documents MUST be turned in as a group. Please do NOT bring them individually.

- **TB Results (PPD Mantoux test now required)** – valid for two years from date of test. Must be valid through the last day of the field experience/student teaching semester. Available through your primary care physician or Etter Health Center on campus. For TB testing information and times at Etter Health Center, visit [http://www.ship.edu/health_center/](http://www.ship.edu/health_center/). Some school districts may require a yearly TB test. This will be managed on an individual basis. Once you have been assigned to a field placement, if you learn that your district requires a yearly TB test, please contact the Office of Partnerships, Professional Experiences, and Outreach.

- **Act 34 Criminal History Check** – Act 34 must be valid through the entire academic year. Must be valid through the last day of the field experience/student teaching semester. (Register at [https://epatch.state.pa.us](https://epatch.state.pa.us)). Click *Submit a New Record Check, Accept the Terms and Conditions, Individual Request, Reason for Request EMPLOYMENT,* (and continue the rest of the process).

- **Act 151 Child Abuse Clearance** – Act 151 must be valid through the entire academic year. Must be valid through the last day of the field experience/student teaching seminar. Online registration available at [https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home).
  - Create an Individual Account.
  - You will register as a School Employee Governed by Public School Code.
• **Act 114 FBI Clearance** – Act 114 must be valid through the entire academic year. You will need to register online and go to the following fingerprint site.
  - [https://uenroll.identogo.com](https://uenroll.identogo.com) Service Code for education students: 1KG6RT
  - You will receive an email with a link to view your “unofficial” results. When you open this link,
  - Print and download the results because you may not be able to access this page again.

• **Professional Liability Insurance** – Must be valid through the last day of the field experience/student teaching semester. Student membership in PSEA or KEYTA provides this insurance. Insurance is mandatory. The only form that is needed is the email showing your date of membership.
  - PSEA – Join online at [https://www.psea.org/about-psea/how-to-join/student-registration](https://www.psea.org/about-psea/how-to-join/student-registration)
  - KEYTA – Join online at [https://www.keyta.org/membership-application-form/](https://www.keyta.org/membership-application-form/)

• **Act 24 and Act 82 Arrest/Conviction Report** – must be signed each year. Form is available online at [http://www.ship.edu/globalassets/coehs/act_24_and_act_82_arrest_and_conviction_report_form.pdf](http://www.ship.edu/globalassets/coehs/act_24_and_act_82_arrest_and_conviction_report_form.pdf) or in the Office of Partnerships, Professional Experiences, and Outreach in Shippen 354.
  - Note: as required by subsection (j)(4) of 24 P.S. § 1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§ 1-111 (e) or (f).

• **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 the applicant receives them. If you receive an e-mail from PDE indicating that specific test scores have not been received, be sure to supply the missing test scores after you have received them. Any questions regarding certification and testing should be addressed to Kim Shaffer, Assessment and Accreditation Coordinator at keshaffer@ship.edu or 717-477-1355. **You must attempt at least one of your tests PRIOR to your student teaching placement.**

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**GETTING TO KNOW YOUR PLACEMENT 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 upcoming 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 have not noticed before. Drive around, paying attention to the features - types of industry and businesses, entertainment sites, restaurants, housing, worship centers and medical facilities. Check websites, local newspapers, and other sources of information. Consider the differences in what students know and how they learn because of the diversity within their communities.

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

• **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 website so you can speak intelligently about the building you are entering.
• **School phone and internet policies:** Become familiar with your school’s policies about faculty and student cell phone and internet use (including Facebook, Twitter, Snapchat, and other social media). This also includes email and cell phone communication between parents and students, teachers and students, and teachers and parents, during and after school hours. See some additional suggestions listed in this handbook.

• **Sexual harassment:** Become familiar with both school and University policies regarding what constitutes sexual harassment. Be aware that friendly gestures and humorous remarks are sometimes interpreted as improper, unwelcome overture - and sometimes they are, indeed, improper. “An ounce of prevention is worth a pound of cure.” Remember, when there is inappropriate behavior between a student and a teacher, the teacher is **always** at fault because of the position of authority he/she holds over the student.

• **The Virtual Setting:** In a post-pandemic world, you may find yourself teaching on “virtual learning days.” Consider these tips:
  - **High Energy:** If you have great dynamism, the students will follow. But if you have low energy, they will too. Survey the virtual room and notice if anyone is lagging and offer encouragement.
  - **Office Space:** You need to set up an instructional space that is professional regardless of where it is in your home. You are a practicing teacher; therefore, your space should reflect this. Set up a space with a desk. The office space is not your bed.
    - **Lighting:** Make sure the lighting is appropriate. Experiment. Overhead lighting can make things a little dark. Too bright can wash you out which makes you appear out of focus.
    - **Camera:** You may need to purchase a webcam. This is a necessity if your laptop does not have a camera. Your camera needs to be on at all times.
    - **Document Camera:** This is a fantastic addition but may not fit into your budget.
    - **Whiteboard:** An inexpensive whiteboard can be picked up at Wal-Mart, Target, etc.
    - **Cell Phone:** Keep your phone in a different room. It can be too tempting to use it when there is a lull in work.
    - **Earbuds:** Keep a set of earbuds handy in case the computer microphone/audio does not work or there is unavoidable background noise.
    - **Pets:** Keep your pets in another room because they can be distracting to students.
    - **Books/Other Materials:** You will need to have instructional materials at home including copies of textbooks, reading materials, children’s books (as applicable), etc.
  - **Tech Tips:** Be aware of common technical issues that your students may encounter during online learning, such as microphones not working properly or embedded videos not playing in presentations.

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**STUDENT TEACHING POLICIES AND PROCEDURES**

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

Assisting you with this transformation is a host of professional colleagues, including your cooperating teacher and University Supervisor. All will be rooting for your success. The learning curve is steep—a mere four months. At the end, you will be amazed by how much you learned and grew in professional stature!

You do not, however, enter this experience as a complete novice. You take with you a vast array of diverse knowledge, skills, and understandings from your past and present. You have reason to be confident. Intend to give as much as you hope to receive.
STUDENT TEACHING PLACEMENTS

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

While attempts are made to arrange student teaching placements with the shortest commute for Ship teacher candidates, placements may be made with a school that is up to an hour commute. Prior to student teaching, candidates will be asked where they will be living so that appropriate commuting distances can be accommodated. However, please note that teacher candidates who choose to live outside of the typical region of partnering districts should be prepared to drive 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 teacher candidates 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 teacher candidates:**
  - Considerations involving the above-mentioned scenarios will be managed on an individual basis. Graduate teacher candidates who obtain emergency certification with an undergraduate degree are often able to student teach where they are employed.

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

PROFESSIONALISM

All teacher candidates must adhere to the Pennsylvania Department of Education Code of Professional Practice and Conduct for Educators. Any teacher candidate, whose behavior is considered unprofessional by the cooperating teacher, University Supervisor, 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 per an individualized action plan (defined later in this handbook).

- **Know your laws and policies:** The hallmarks of a “profession” are (1) ethical commitment; (2) shared knowledge; and (3) standards of practice.
  - **Chapter 235 (Code of Professional Practice and Conduct for Educators in Pennsylvania):** When you become a professional educator in Pennsylvania, you are expected to abide by Chapter 235. The complete code of conduct can be found at the following web site: https://www.pspc.education.pa.gov/Documents/Statutes%20Regs%20Forms/Code%20of%20Conduct.pdf. Some excerpts are included below:
    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.

• 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](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

• 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.

• Understand Professional Dispositions: As part of your evaluation process, you will be evaluated on your positive professional dispositions. See the “Evaluation” subsection to see what behaviors constitute this specifically, but some good practices include:

• Learn names of students, faculty, & staff: Learn the names of every one of your students and something positive about each one - a basic way to show respect for the diverse needs and talents of all learners and demonstrate your commitment to helping them develop self-efficacy and achieve academic success. Learn the names of faculty and staff as soon as possible.

• Show respect and appreciation: Show respect and appreciation to everyone for allowing you into their building and classrooms. The way you represent yourself reflects Shippensburg University and your classmates’ future placements.

• Connect with other professionals: Be proactive. Introduce yourself to the teachers, principal, secretaries, librarian, nurse, counselor, custodian, and cafeteria staff. All are rooting for you!

• School Building: Know your way around the building(s) - fire exits, offices, cafeteria, auditorium, library, computer labs, rest rooms, stairways, etc.

• Attendance: Student teaching is a full-time, immersion experience. You are expected to report to your assigned school every day that the school is in session. Keep in mind that your placements are professional development and informal interview opportunities, and school administrators and cooperating teachers expect you to be on time. You are required to fill out an attendance form every day of absence/late arrival/early dismissal--no exceptions. [https://forms.gle/CG2tyrrPntHT8eZp8](https://forms.gle/CG2tyrrPntHT8eZp8)

• Teacher candidates are expected to observe the same rules regarding punctuality which apply to cooperating teachers. The cooperating teacher and University Supervisor will keep a record of lateness. It is the responsibility of the teacher candidate to report lateness to the University Supervisor.
Teacher candidates are responsible for the full teaching day. The teacher candidate reports to the assigned school while the cooperating teacher is required to report and is to remain until the end of the school day following the same schedule as the cooperating teacher.

- 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 completed well in advance. You must arrange coverage for your responsibilities.
- 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 profound consequences.
- Excessive absences could result in an extension of student teaching as determined by the University Supervisor and OPPEO Office.
- Excessive absences and/or lateness could result in an unsatisfactory in the Professionalism Domain on the PDE-430 which would result in the teacher candidate with an inability to receive teaching certification.

- **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.
- **Professional Dress:** How a candidate appears reflects the candidate and Shippensburg University. First impressions and patterns of appearance both will influence how students and colleagues perceive and interact with you. Dress appropriately. Candidates also should observe high standards of personal grooming and cleanliness. You are a professional and will be treated as such. Dress in a manner that is consistent with school staff expectations. This is typically referred to as Business Attire/Business Casual. Many school districts have their own dress code for teachers and professional staff; therefore, it is always best to ask at your specific location to be sure that you are not violating their specific dress code policy. As a rule, teacher candidates should be guided by the faculty dress code of their assigned school. Consider the following resources as our official policy:
  - https://www.aaeteachers.org/index.php/blog/802-teacher-dress-codes

- **Consider the following:**
  - **Cell phones and other electronic devices:** Silence and put away your cell phone when you enter the school. Model appropriate behavior by putting the students and classroom first. Cell phones should not be out during student recess.
  - **Carrying in items and accessories:** Be mindful of carrying coffee cups, soda, etc. as this does not represent you well as a teacher candidate. In most buildings, students cannot carry coffee, soda, etc.; therefore, the teacher candidate should not.
  - **Photography and videos:** Candidates are not permitted to photograph or video-record images of students in their placements for personal use. Under no circumstances should images of students ever be posted to social media or other forms.
  - **Transportation:** Teacher candidates must not transport school students in any vehicle. This stipulation includes field trips and other activities.
- **Personal Safety:** While you are expected to meet program requirements and follow district teacher expectations for attendance, there may be times that you need to make your own decision based on your own comfort level regarding your attendance when personal safety is involved (for example: driving in snow/ice if a school district does not close or attending with heightened security after a threat was made to the school). If this is a concern for you, please contact your University Supervisor and the Director of Office of Partnerships, Professional Experiences, and Outreach immediately.

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

- **Harassment and Threats:** You should report immediately any perceived forms of threat or harassment. The source of the perceived threat will determine to whom you should report first: your cooperating teacher, building principal, University Supervisor and/or Director of Partnerships, Professional Experiences, and Outreach. Familiarize yourself with your school district’s policies regarding harassment.

- **Social Networking:** Administrators, cooperating teachers, and students often view what candidates post to their social networking sites, to learn more about them. Candidates should take the time to review their social networks with this in mind and remove anything that might be considered inappropriate. Consider the extent to which your social media profiles represent you in ways that are favorable to prospective employers and colleagues. Candidates should neither friend or follow students on social networking sites nor invite students to friend or follow them. You are advised to be cautious when friending or following members of your placement school faculty or staff, particularly during the clinical experience. Because district policies vary, the following scenarios and suggestions (created by Dr. Tom Crochunis) are included here to help you avoid potential problems.

<table>
<thead>
<tr>
<th>Medium</th>
<th>Communicating with Adult Peers</th>
<th>Communicating as a Teacher with Students</th>
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</thead>
<tbody>
<tr>
<td>Cell Phone</td>
<td>• Share your number with the friends you choose.</td>
<td>• Do not share your number with students or parents.</td>
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<td></td>
<td>• Answer those calls you want to when you want to.</td>
<td>• Do not take calls from students.</td>
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<tr>
<td></td>
<td>• Exchange text messages as you wish.</td>
<td>• Do not send or respond to text messages from students.</td>
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<tr>
<td>Email</td>
<td>• Share email contact information with friends and professional colleagues.</td>
<td>• Only ever share your email address with a student if it is agreed upon by parents and is consistent with school policy.</td>
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<td></td>
<td>• Make email address publicly available using personal and professional judgment.</td>
<td>• Do not answer emails from students that are not school-related and a part of sanctioned educational activities.</td>
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<td></td>
<td>• Respond to email you want to when you want to.</td>
<td>• Consider creating a separate Yahoo or Gmail account using your professional name “Ms. Jones or Mr. Smith” and using only this separate account to communicate with students or parents.</td>
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<td>Facebook &amp; Other Social Networks</td>
<td>• Post status updates, pictures, and other personal information so that friends can see it and respond.</td>
<td>• Do not allow students and parents direct access to your social networking pages (by “friending” them, for example).</td>
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<td>• Respond to friends’ postings as you wish.</td>
<td>• Avoid becoming a Facebook friend of any student during/after student teaching.</td>
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<td></td>
<td>• 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.</td>
<td>• Avoid talking with students about your social networking activities except as instructionally relevant and in only general terms.</td>
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<td></td>
<td>• Do not post professionally critical or exposing comments of any kind on social networking sites.</td>
<td>• Edit your social networking pages to remove any images or postings related to salacious, illegal, or personally controversial activities.</td>
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<td>• Determine what you place on your social networking sites based on what you would openly talk about in class with an administrator present.</td>
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CONFLICT/CONCERNS

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

- Due to the amount of time that district representatives and Office of Partnerships, Professional Experiences, and Outreach staff spend making each and every placement, the fact that our policies and procedures impact the delicate and critical relationships SU has with partnering districts, and our goal of building resiliency among our future educators, all other requests to change student teaching placements are not handled lightly.
- We will absolutely help teacher candidates to navigate challenging situations, but that usually does not mean finding a different placement. Our goal is to give teacher candidates the tools and support needed to navigate difficult or uncomfortable situations, which is part of building resiliency.
- If you are experiencing some kind of conflict, you should first address it with your University Supervisor. If the conflict involves your University Supervisor, you should contact the Director of Office of Partnerships, Professional Experiences, and Outreach. Teacher candidates experiencing conflict will be guided through a conflict resolution process and/or individualized action plan (IAP) by the University Supervisor, Director of Office of Partnerships, Professional Experiences, and Outreach and/or Associate Dean. See specific information in the section titled Resolving Conflicts.
- Should the ultimate decision to change a student teaching placement be made, the Office of Partnerships, Professional Experiences, and Outreach will make appropriate arrangements and communicate with all stakeholders.

Resolving Conflicts: If you have problems or concerns during your placement with your cooperating teacher, a parent, school faculty and/or other school staff, contact your University Supervisor first. While you may have close professional relationships with other professors who give you great advice, your University Supervisor is the “instructor” for your student teaching “course” and all concerns or confusion about expectations should be directed to them.

- When contacting your University Supervisor about a conflict/concern, specifically explain in writing some or all the issues you are experiencing with your field placement/cooperating teacher. Be specific without being judgmental of the teacher and keep your comments to specific actions or instances, not feelings. Your University Supervisor can provide you with guidance in working through the concern, facilitate a discussion with you and the cooperating teacher to address the concern, and/or may initiate an individualized action plan (IAP) to provide you with additional support and professional development.
- If you cannot get your conflict/concern resolved through your University Supervisor, contact the Office of Partnerships, Professional Experiences, and Outreach (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 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 collaborate with the appropriate people, which could include the Associate Dean, Department Chair, University Supervisor, cooperating teacher and/or school district representative to understand the problem from different perspectives. The Director will need to meet with the teacher candidate and an individualized action plan (IAP) will be created to outline the steps involved in working towards a solution. The IAP will involve any necessary stakeholders, and it could include professional development, reflective assignments, or additional actions.

3. If the Director of Office of Partnerships, Professional Experiences, and Outreach cannot resolve your concerns, contact the Associate Dean at 717-477-1141.

4. If the Associate Dean cannot resolve the issue, contact the College of Education and Human Services Dean at 717-477-1373.
Strikes and Walkouts: If your cooperating school operations are interrupted by any labor-management disputes - such as strikes, sit-ins, demonstrations, riots, or walkouts, the University will offer you guidance and excuse you from attendance. Please notify your University Supervisor and the Office of Partnerships, Professional Experiences, and Outreach if such emergencies occur or if discussions of such activities begin. *Under no circumstances should you participate in any way in any labor-management dispute.* Due to the uncertainty of whether an announced strike or walkout would occur or how long it would last, the Office of Partnerships, Professional Experiences, and Outreach can only provide the following guidelines:

- As stated above, a teacher candidate should not participate in a strike, walkout, etc. in any way, nor should you cross a picket line. If a strike does occur, you will not report to your placement that day or any day that a strike is occurring. You can exchange personal contact information prior to that date (if your teacher is willing) as your teacher will not be checking work email during a strike. While your cooperating teacher may contact you to inform you of the stop work action, you may also need to follow news outlets.
- If a strike occurs, you will be excused from your placement, but you will be expected to return to your placement when cooperating teachers return to teaching.
- Should a strike last for an extended period, the Office of Partnerships, Professional Experiences, and Outreach will collaborate with you and your faculty supervisors to ensure that you will meet graduation and PDE certification requirements.

**EVALUATIONS**

The cooperating teacher and the University Supervisor should be as open and candid as possible in their evaluations of the teacher candidate. The teacher candidate should always be fully aware of the assessment of his/her performance. Each semester, the Office of Partnerships, Professional Experiences, and Outreach will distribute a calendar which identifies the midterm date. Each teacher candidate 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 teacher candidate. 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.

Please see the “**Documentation Checklist & Timeline**” in this handbook for more information about what forms and assessments will be completed throughout the student teaching experience, and when they will be submitted. Please note that situations may arise that the timeline may not be suitable for the school district calendar of your placement.

The evaluations should represent the assessment of the teacher candidate'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**.

**Individualized Action Plans:** When a problem is identified, the evaluator must submit to the Director of Partnerships, Professional Experiences, and Outreach, in written form, documentation or evidence of issues. The evaluator and the Director of Partnerships, Professional Experiences, and Outreach must maintain written records of all meetings and discussions. The Director of Partnerships, Professional Experiences, and Outreach will provide a memo to the Associate Dean to bring to their attention the possibility of a potential problem. An initiative-taking approach to dealing with the concerns will be initiated, outlined in the following table.
Student Teaching is a Shippensburg University course. The College of Education and Human Services personnel are legally responsible for the grade a teacher candidate receives and for the subsequent recommendation for teacher certification. The cooperating teacher's grade recommendation will be extremely influential, and, in most cases, the legally responsible for the grade a teacher candidate receives and for the subsequent recommendation for teacher certification. The cooperating teacher's grade recommendation will be extremely influential, and, in most cases, the cooperating teacher, the University Supervisor, the Associate Dean, and if necessary, the school principal.

### DISMISSAL FROM STUDENT TEACHING

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<thead>
<tr>
<th>Decision A:</th>
<th>Decision B:</th>
<th>Decision C:</th>
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<td>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, teacher candidate and/or cooperating teacher. The Associate Dean will review the IAP. 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 teacher candidate concerning the assignment.</td>
<td>If the teacher candidate 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 teacher candidate must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course.</td>
<td>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 teacher candidate 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.</td>
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Student Teaching is a Shippensburg University course. The College of Education and Human Services personnel are legally responsible for the grade a teacher candidate receives and for the subsequent recommendation for teacher certification. The cooperating teacher's grade recommendation will be extremely influential, and, in most cases, the cooperating teacher and University Supervisor will agree on the overall evaluation. In cases where the University Supervisor and cooperating teacher disagree on the final rating, every attempt should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the cooperating teacher, the University Supervisor, and the Director of Partnerships, Professional Experiences, and Outreach. Hopefully, a consensus can be reached.

- **Policy**: When a teacher candidate is dismissed from a placement for unprofessional behavior or asked to leave by the school district (for any reason), the College of Education and Human Services is not obligated to give the student a second placement to complete the student teaching experience. When asked to leave by the school district for any reason, the student teaching placement ends immediately.

- **Procedure**: The teacher candidate can petition the Dean to request another opportunity to complete student teaching. Each case will be considered individually. The Dean will consider input from the student’s Advisor, Director of Partnerships, Professional Experiences, and Outreach, faculty members, University Supervisor, and an interview with the student regarding the circumstances surrounding the dismissal. Any costs associated with repeating a student teaching placement are the responsibility of the teacher candidate.
WITHDRAWAL FROM STUDENT TEACHING

You have the right to withdraw from the semester by the university withdrawal date. Use the information found on the following webpage to make an informed decision and follow proper protocol, should this be a path you take.

- https://www.ship.edu/academics/academics-resources/registrar/withdrawal_request_form/

ADVICE FROM SEASONED TEACHERS

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

1. Take your vitamins and try to get eight hours of sleep each night. Get a supply of hand sanitizer and use it often!
2. You will never work so hard. Doing this job requires more time than you imagine—to reflect, to plan, to grade, to trouble-shoot and to learn to juggle five pins. If you are not willing to put in the time, find another profession.
3. You need to make several mistakes every day. How else are you going to learn?
4. Be prompt and prepared for each day. Make sure you arrive 30 minutes before the first bell and leave only when all is well prepared for the next day. Remember Murphy’s Law—Copy machines break down when you need them most - at the last minute!
5. Organization and well-prepared lessons cut down on most problems that you encounter—including discipline.
6. Preparation, preparation, preparation will be needed for the novice teacher. (In the beginning, you may want to practice your lessons in front of the bathroom mirror. No kidding!)
7. Create detailed lesson plans - including the questions you will ask. The extra effort will really show. Also, collect materials from everywhere and make curricular decisions based on mountains of relevant materials.
8. Do not teach using a lecture style as you received too often. Today’s students have diverse needs. Break down each lesson into mini-lessons and change activities every 10-15 minutes. You need ACTIVE lessons that snap along. One way to do this is to address as many learning styles as you can in your lessons to reach a wider audience.
9. Make notes on the back of your lesson plans after each period while in the classroom. This will help you remember ideas, routines, techniques, and student needs.
10. Try not to sweat the small stuff in class. Ignore trivial comments from students if such comments do not get in the way of the learning environment.
11. Be firm, particularly during your first two weeks in the classroom. You need to be a strong enforcer of discipline from the very first day. Remember, students need consistency when you administer discipline. (This may be one of the biggest challenges during the student teaching semester.) Ask your cooperating teacher whether you can (1) design your own classroom management policy or (2) need to adhere to the policy that already exists.
12. Always consult with the cooperating teacher on any actions to be taken for severe discipline problems as well as general classroom problems. They shoulder the responsibility of the classroom; therefore, they are held responsible for any mishap.
13. During parent conferences you need to be a listener, not a participant. Do not make any comments unless you are specifically asked to comment by your cooperating teacher.
14. It is important that you always have your best foot forward. Be careful to listen more than speak in the faculty workroom. All comments need to be professional, i.e., devoid of discussions about students, school gossip, and complaints. Furthermore, faculty members and staff should be addressed using professional names. Practice confidentiality by not discussing or using students’ names in the cafeteria, classroom, or hallways.
15. Dressing professionally helps widen the age gap between you and your students, for example, ties for men. Ladies, be aware of skirt lengths and “revealing” fashions that distract student attention from the instructional program or send “mixed” messages. When in doubt, ask for advice from school faculty or the principal. “Better safe than sorry.” On school “dress down days” or casual Fridays, follow the lead of your cooperating teacher.
16. Contact with students should always be professional, including email exchanges, extracurricular activities, and encounters in the community. Be friendly—but not a friend.
CAREER PLANNING

PROFESSIONAL DEVELOPMENT

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

UNIVERSITY CAREER CENTER

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

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

CERTIFICATION

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

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

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

- The student teacher must obtain a positive recommendation from their first Cooperating Teacher and University Supervisor prior to being used as a substitute teacher.
- The student teacher may not be used as a substitute teacher until after the midterm of the 1st 8 weeks of the student teacher’s college semester.
- If a student teacher has two 8-week placements, they may not substitute during the 2nd 8 weeks until at least 2 weeks have been completed in the 2nd placement.
- An emergency exists (teacher illness, no qualified substitute is available, etc.).
- The school district or substitute company pays the student teacher the current per diem rate for substitute teachers. Therefore, the district or substitute company employs the student teacher. This policy must meet the requirements of both the school district policy and the teachers’ contracts.
- The student teacher is never placed in an untenable position, such as feeling forced to substitute teach, for fear of negative professional repercussions.
- The school district guarantees that a full-time teacher or administrator has been designated to function as a contact and resource person for the student teacher.
- The substituting may occur in two situations:
  1. In their assigned classroom of their Cooperating Teacher.
  2. In the same grade level or disability classroom as their student teaching assignment. Note: area must be in same certification area of teacher candidate.
- The substituting must occur in the same building as the student teaching placement.
- The maximum number of days that student teachers can substitute teach during their student teaching semester is five (5) days for the entire student teaching semester.
- Student teachers will not be permitted to substitute for more than two (2) days in a row without the approval from the university supervisor in consultation with the Director of Partnerships, Professional Experiences, and Outreach.
- The student teacher must notify their University Supervisor immediately once they learn that they will be substitute teaching rather than student teaching.

PROCEDURE FOR STUDENT TEACHERS:

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

1. Complete substitute process as outlined by the school district for substituting.
2. Beginning in week four of the student teaching semester, the student teacher should utilize the “Substitute Approval Letter” (see forms section of this handbook) and obtain the necessary signatures.
3. The student teacher should then submit the completed letter to the OPPEO Office.
4. A copy of the completed letter form can be submitted to the appropriate office in the school district. The submission of this letter would prompt the school district to consider the availability of the student teacher to function as a substitute teacher for no more than five days during the remaining student teaching semester.
5. The student teacher must complete the Attendance Google form for each day that they are substitute teaching.
6. At any time, Shippensburg University Teacher Education Program reserves the right to revoke the letter of approval for substituting.
ADDITIONAL COOPERATING TEACHER & UNIVERSITY SUPERVISOR SPECIFIC INFORMATION

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

- **While Visiting a Placement:**
  - **Identification/Parking/Clearances** - Follow instructions with where to park, where to enter the building, and school sign-in procedures. Always remember to sign out. In many schools, you will need to show your driver’s license, which will then be scanned. In some schools, you may need to show a copy of your clearances. I would recommend carrying a copy with you just in case. Wear appropriate identification (your own name tag or school visitor tag or both).

- **School Dress Code** - Be conscious of the school district dress codes.

- **Travel Reimbursement/Transportation** - All faculty who supervise students (graduate or undergraduate) can be reimbursed for mileage incurred during supervisory visits (65.5 cents per mile effective January 1, 2023). At the end of each month, the faculty member must submit a typed “Travel Expense Voucher” for supervisory trips completed during the month. In the “Purpose of Travel/Comments” section of the voucher, the name of the school building should be listed for each visit. Mileage reimbursement is based on the shortest distance. If the faculty member’s home is closer to the school than the University, mileage is calculated from home. A statement indicating that mileage is clocked should be placed at the bottom of the expense voucher.
  - The Travel Expense Voucher is provided in your packet. If the faculty member is traveling a distance more than 15 miles from home/headquarters, meals are reimbursed up to a maximum of $51/day. (This is determined by APSCUF contract – www.gsa.gov/travel).
  - Travel Vouchers must be submitted on the 5th day of each month, by the end of the month in which travel has occurred.
  - All supervisory travel funds are kept in the Dean’s Office, 6511210000. The travel vouchers must be signed by you, your supervisor, and the College of Education Dean. The form is then sent directly to the Dean’s office (Crissy Diehl) for processing. After processing in the Dean’s office, the voucher is submitted to Accounts Payable for payment.
  - NOTE: Please do not send the travel voucher directly to Accounts Payable. The travel voucher must be approved and signed by the Dean.
  - NOTE: Employees and Supervisors are responsible for ensuring that expenses claimed on Travel Expense Vouchers are proper and accurate. This form must be received by Accounts Payable within 60 days of the return date.

- **Instructions for using a state car:**
  - Please contact extension 1622 to use a state car for observations, if possible and available. Cost center, 6511210000, may be used to schedule a state car. See instructions below on how to reserve a state car.
  - When emailing Mike, you will need to provide the date/time needed for pick up and drop off, dates of travel, name of driver, if multiple passengers and the destination for travel.
  - During business hours pickup is located at the Warehouse – his office is in the mailroom. After business hours pickup is at the ROC building / SU Police Station. There is a form that needs to be completed by the driver of the vehicle during pick-up.
  - Change effective 11/2/15: All non-overnight meal allowances claimed on a travel expense voucher will be reimbursed through the payroll system and paid on the current or next open payroll cycle. Per IRS regulations this type of reimbursement will be taxable and will appear on the employee’s W2 form at year end. There is no change in the process of requesting this type of reimbursement. It should be requested on the travel expense voucher. Accounts Payable will forward the necessary information to Human Resources for processing.

- **While Supervising:**
  - **Communicate With Administrators and Office Staff** – Check in on the initial visit or an early visit. Thank the principal for hosting our students and leaving your contact info with both the principal and the principal’s administrative assistant. Check again halfway through to see if there are any concerns. Stop to say “thank you” on your last visit.
• **Communicate with OPPEO Office** – No need for regular updates. We will assume that all is well if we hear nothing. Please bring problems/concerns to the OPPEO before they develop into larger issues. Make sure to document everything if there is any chance it will be coming to the Dean’s Office.

  - The Director will do a formal on-site assessment at your request, if necessary, especially if withdrawal/failure is a possibility.

  - **Reporting Problems** - Please contact the OPPEO to discuss any situation that has the potential for developing into a serious (rather than routine) problem. It is always best to have first discussed (and documented) the problem with the student teacher and the cooperating teacher. The OPPEO has policies and procedures for addressing student teacher disposition concerns and change of placement requests, and we are here to support faculty in their student teaching supervision experience.

  - **IAP** - In addition to the information outlined in other sections of this handbook—please note that if you are interested in completing an individualized action plan for a student, you must be communicating all concerns to the OPPEO. There needs to be documented concerns about a teacher candidate’s dispositional performance in the form of email. If you receive feedback verbally from a cooperating teacher, or in person with a candidate, please email the OPPEO. If you receive feedback in email, forward said emails to the office for record-keeping purposes. When the director is meeting with students, it is helpful to have as much background information as possible to tailor these plans to meet their needs, or to realize they are necessary.

• **Student Teaching Calendar** - Please check to see that the cooperating teacher and student teacher have copies of the student teaching calendar and understand the dates involved. This calendar is also posted on the Office of Partnerships, Professional Experiences, and Outreach website.

  - **Professional Development Days** – There are several mandatory professional development days throughout each semester. Student teachers should not report to their school on any of these days. Please help student teachers and cooperating teachers to understand requirements and reasons for these days.

  - **Absences** - Treat requests for absences (weddings, graduations, etc.) as if you are the principal of a building. For each absence, student teachers will need to complete the Google form to maintain an accurate record of absences.

  - **Making Up Missed Days** - PDE requires 12 weeks for the student teaching experience, and we have 16 weeks in the schedule. This allows us some wiggle room so generally, a missed day or two is not a problem. Major illnesses will be dealt with on an individual basis. Remind co-ops and students when you see them that they are to let you know as well as the OPPEO Office if he/she will have an absence. Students should contact both you and the OPPEO Office regarding any absences. Anything beyond a 5th missed day should be made-up.

• **Professional Conversations** - Please keep conversations with your student teacher professional and do not speak poorly of the co-op, other student teachers, university staff, or the school district to the student teacher for any reason. Do not compare student teachers. If you have concerns, please bring concerns to the Office of Partnerships, Professional Experiences, and Outreach.

  - **Teaching Methods** - Please do not correct or debate with the cooperating teacher about any classroom issues at any time. Also, we need to be mindful of their curriculum and our own practices. We need to respect the curriculum and programs that they teach, without judgment, and share our opposing opinions in a way that facilitates mutual respect and a desire to learn and understand. We are guests in their classrooms and are representing Shippensburg University.

  - **Do Not Interrupt Classroom Instruction** - Please never interrupt the classroom teaching setting to correct a student teacher even if the co-op is not present. If the student teacher asks you for help, make your own judgment. Also, the little ones especially are going to find you interesting in the classroom. It is best not to interact with K-12 students in the class except before or after class period. You are there to observe and evaluate the student teacher, not the K-12 students.

• **Correction of Assignment Information** - As you visit student teachers, please check the assignment sheet emailed to you to ensure that all details are accurate. Please report any discrepancies to the Office of Partnerships, Professional Experiences, and Outreach.

• **Communicating with Teacher Candidates** - Remember to identify good teaching practices you observed. Ask questions about things you did not prefer instead of telling the student they are not practicing good teaching strategies. Identify (or have the student teacher identify) things that could have been done differently and ask how it might have been done differently (reflection).

  - If there are major things that need to be changed/improved, put those expectations in writing and give student and co-op a copy of your expectations.
Supervisory Visits & Assessments - You are required to make at least four formal supervisory visits to each student teacher in addition to the introductory visit and final visit you make. In the case of dual placements, at least three visits should be made to each placement. As circumstances warrant, additional visits are encouraged. In a self-contained classroom or in an extended block schedule setting, this should last a minimum of one hour. In a middle/high school setting, minimum of one full period if that period is at least 40 minutes in length. Several districts are requesting a record of supervisor visits, so we need to begin documenting that information. Please keep a log of your visits as you may be asked to produce this documentation.

- An initial meet and greet visit during the first week or so is necessary. This is the first step in building an effective partnership. Frustration arises with cooperating teachers when they have not received communication from the University Supervisor.

- 4 formal assessments are required by Shippensburg University - 2 during the first 8 weeks and 2 during the second 8 weeks. This is time observing the student teacher instruct in front of a group of students and is in addition to any other activities done while in the building.

- Each formal assessment needs to be followed by a conference with the student teacher and co-op. Conferences should be within 24 hours of the actual observation. Three-way conferences work best but having two individual conferences is an acceptable alternative if a three-way conference cannot be scheduled.

- Mid-Point Evaluations – The mid-point evaluations titled “Classroom Observation Form” should be used halfway through the 1st 8 weeks and halfway through the 2nd 8 weeks. These are available in Word format so you can type directly onto the form.

- PDE 430 Forms – These assessments are a fillable form that students will use when they are applying for jobs. At the conclusion of 8 weeks, the PDE 430 form that is completed should be labeled “mid.” The “final” PDE 430 is done at the 16-week mark, regardless of how many placements the teacher candidate has had. They cannot be certified unless they are complete, and their scores are “passing.” It requires the student signature, as well as your signature.

- Cooperating Teacher Assessments – Please take the time to ensure that cooperating teachers are aware of expectations with cooperating teacher evaluations. You are the face of the University; therefore, ask them if they have any questions or need any assistance with the completion of the forms. Their evaluations are essential for you to review, as you determine the grade for your student teacher(s). The cooperating teachers observe the student teacher every day and encompass the knowledge on their areas of strength and growth. You are responsible for collecting these forms and turning them into the OPPEO.

- Other Assessments – The Impact on Student Learning Rubric and Profession Dispositions Survey will be distributed digitally. None of these documents will be shared with students but are for accreditation and program purposes. Please review the handbook for additional details.

Accurate Grades and Evaluations - Please discuss grades candidly with the student teacher and cooperating teacher sooner, rather than later. Certainly, by mid-assignment a student teacher should be given some initial idea of how you are evaluating his/her performance. Be as specific as possible in delineating the areas in which remediation is needed and seek the advice of the cooperating teacher. Work with the co-op whenever possible in planning daily intervention and support to the student. Please give the student teacher the grade he/she has earned. Our role is to tell the professional community the quality of our candidates as accurately as possible. An “A” given to a student who is “not prepared” gives the K-12 community concerns about our program. Also, please make sure that your scoring of the PDE 430 form “matches” the grade you give for student teaching. A grade of “C” does not line up well with a PDE 430 form that has everything marked as “exemplary.” Candidates who earn an A or B or C are eligible for certification. If you do not feel the candidate qualifies for certification, a “D” grade is appropriate. However, it must be accompanied by “unsatisfactory” scores in a considerable number of PDE 430 categories. All satisfactory scores and a total of 4 points does not align with a “D” grade. Share with the student teacher that “not” receiving all “exemplary” evaluations on the PDE 430 does not indicate a “B.” Incompetence in student teaching should be graded a “D” or “F” and not an “I” or “Q.”
EVALUATIONS EXPLAINED

Please ensure that you are using the correct evaluation forms. Thank you for understanding that consistency is needed across all programs. Use the “Placement Timelines” on page 31 of this handbook to align your practices with the needs and expectations of the teacher candidates. Use the “Documentation Checklist & Timeline” on page 32 of this handbook to align your completion and submission of these documents.

University Supervisor Classroom Observation Form:

- Complete this halfway through the first and second 8 weeks.
- Pay careful attention to the last page and set goals for “areas of improvement and growth.”
- Provide a copy to the student teacher and keep a copy for yourself.
- Ensure that both signatures are included.

PDE 430 Form:

- **Complete at the midpoint (Weeks 7-8) and label “mid.”**
  - Review and share the evaluation with the student teacher.
  - Ensure that the student teacher as well as you have signed the document. An original signature should be obtained.
  - Provide a copy to the student teacher. This will be used for employment purposes.

- **Complete at the endpoint (Weeks 15-16) and label “final.”**
  - Review and share the evaluation with the student teacher.
  - Ensure that the student teacher as well as you have signed the document. An original signature should be obtained.
  - Provide a copy to the student teacher. This will be used for employment purposes as well.
  - This should be provided to the student teachers either on or before the last professional development day.
  - Reminder: a score of a “1” must be earned by the student teacher in each category in order to be certified in the state of Pennsylvania.

- **Both documents must be turned into the OPPEO for certification purposes.** Please ensure that all signatures have been secured.

Professional Disposition Surveys:

- Complete at the end of the semester.
- Does not need to be shared with the student teacher.
- “Dual” student university supervisors may choose to do their first 8-week student teachers at the midpoint. Both university supervisors for “dual” student teachers should complete a separate dispositions survey.
- Submit by the date required for submission of grades.

Impact On Student Learning (As Applicable per Program):

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

Satisfaction Survey

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

The OPPEO is exploring digital submission options for semester documentation.

It is extremely likely that you will be uploading all documents into D2L.

Remember, you are responsible for turning in evaluations from the cooperating teachers.

Please check your emails regularly for more information.
Dear Cooperating Teacher:

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

Sincerely,

[Signature]

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

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EVALUATIONS EXPLAINED

Please ensure that you are using the correct evaluation forms. Thank you for understanding that consistency is needed across all programs. Use the “Placement Timelines” on page 31 of this handbook to align your practices with the needs and expectations of the teacher candidates. Use the “Documentation Checklist & Timeline” on page 32 of this handbook to align your completion and submission of these documents. Turn these forms into the University Supervisor, keep a copy for yourself, and provide a copy to your teacher candidate.

Cooperating Teacher Evaluation of Teacher Candidate Form:

- Complete this halfway through the first and second 8 weeks.

PDE 430 Form:

- Complete at the midpoint (Weeks 7-8) and label “mid.”
  - Review and share the evaluation with the student teacher.
  - Ensure that the student teacher as well as you have signed the document. An original signature should be obtained.

- Complete at the endpoint (Weeks 15-16) and label “final.”
  - Review and share the evaluation with the student teacher.
  - Ensure that the student teacher as well as you have signed the document. An original signature should be obtained.
  - Reminder: a score of a “1” must be earned by the student teacher in each category to be certified in the state of Pennsylvania.

Professional Disposition Survey(s):

- Complete at the end of the semester.
- Does not need to be shared with the student teacher.
- Students with two placements and/or cooperating teachers must have one completed by each cooperating teacher.

Other Surveys:

- The Undergraduate/Graduate Special Education Student Teaching Performance Profile (digital survey) must be completed for any special education teacher candidate.
- The digital Satisfaction Survey allows all stakeholders to give honest feedback on the semester to the OPPEO.
FORMS,
SCHEDULES,
& TIMELINES

ALL STAKEHOLDERS
Schools expect your participation in the classroom to enhance student learning. Details will vary with the context and district policy - and if prior field experience occurred in the same setting. Additionally, schedules among the different teacher preparation programs (Secondary, Mid-level, PK-4/Dual, STEM MAT, Special Education Graduate Program) vary. Consequently, collaboration will ensure decisions that benefit your students, your cooperating teacher (CT) and you. A schedule with the semester’s mandatory professional development seminars will be emailed to you and be posted on the OPPEO webpage. Make sure to follow instructions and respond to emails from the OPPEO to ensure your attendance and participation. 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. Students enrolled in the dual Special education/PreK-4 program or who are otherwise eligible to receive 2 degrees or certifications should remain in communication with their program advisors and university supervisors to ensure completion of correct documentation.

- Student teaching is a full-time load of 9-15 credits. Teacher candidates are usually not permitted to take other courses unless the program of study has a co-requisite course like EEC 483 or 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.

### PLACEMENT TIMELINES: TEACHER CANDIDATES

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<tr>
<th>1ST (MID) 8-WEEK</th>
<th>2ND (FINAL) 8-WEEK</th>
<th>16-WEEK</th>
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<tbody>
<tr>
<td>Weeks 1 – 2</td>
<td>Weeks 1 – 3</td>
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Get to know schedules, routines, names, and curricula. Observe (with focus) your cooperating teacher and other building teachers. Assist with activities as the cooperating teacher (CT) leads. With your Cooperating Teacher’s guidance, become part of the educational classroom on Day 2. Take responsibility early. With your Cooperating Teacher’s guidance, plan to teach several lessons by the beginning of Week 2 (at the latest). With the guidance and approval of your Cooperating Teacher 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. Take the initiative with your CT in planning a schedule with what classes you will lead instruction. Make this plan early.

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<th>Weeks 3 - 4</th>
<th>Weeks 4 – 6</th>
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</thead>
</table>

With the guidance of and approval from 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. Take the lead in planning, teaching, and assessing. The specifics—what, when and how much—should be a collaborative decision between you, your CT, and your US. Implement your unit plan.

<table>
<thead>
<tr>
<th>Weeks 5 – 6</th>
<th>Weeks 7 – 9 (MID)</th>
</tr>
</thead>
</table>

Gather data for your ISL project, if applicable.

<table>
<thead>
<tr>
<th>Weeks 7 – 8 (MID)</th>
<th>Weeks 7 – 8 (FINAL)</th>
<th>Weeks 13-16 (FINAL)</th>
</tr>
</thead>
</table>

Take the lead in planning, teaching, and assessing. The specifics—what, when and how much—should be a collaborative decision between you, your CT, and your US. Continue to implement your unit plan, making changes as they are suggested to you by your CT and your US.

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

Your Cooperating Teacher gradually resumes the lead role as you complete assignments, assessments, and prepare yourself for your next eight-week assignment.

Complete University assignments, surveys, and assessments; including your ISL project if applicable, apply in TIMS for your teaching certificate; finalize resume; begin job search; observe in other classrooms if deemed appropriate by CT and US, prepare, and submit applications.
The University Supervisor is responsible for collecting all teacher candidates and Cooperating Teacher paperwork. Ensure that ALL PARTIES have signed and dated the form(s). Actual signatures should be secured. The teacher candidate should also receive a copy of all documents EXCEPT the digital surveys by the last professional development day. Turn in all evaluation forms together for all your students to the Office of Partnerships, Professional Experiences, and Outreach. These documents must be on file before certification can be approved.

<table>
<thead>
<tr>
<th>1ST 8-WEEK PLACEMENTS</th>
<th>2ND 8-WEEK PLACEMENTS</th>
<th>16-WEEK PLACEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3RD - 4TH WEEK OF SEMESTER</strong></td>
<td><strong>3RD - 4TH WEEK OF SEMESTER</strong></td>
<td><strong>3RD - 4TH WEEK OF SEMESTER</strong></td>
</tr>
<tr>
<td>Cooperating Teachers:</td>
<td>University Supervisors:</td>
<td>Cooperating Teachers:</td>
</tr>
<tr>
<td>☐ Evaluation of Student Teacher Form</td>
<td>☐ Evaluation of Student Teacher Form</td>
<td>☐ Evaluation of Student Teacher Form</td>
</tr>
<tr>
<td>☐ Classroom Observation Form</td>
<td>☐ Classroom Observation Form</td>
<td>☐ Classroom Observation Form</td>
</tr>
<tr>
<td><strong>7TH - 8TH WEEK OF SEMESTER</strong></td>
<td><strong>7TH - 8TH WEEK OF SEMESTER</strong></td>
<td><strong>7TH - 8TH WEEK OF SEMESTER</strong></td>
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<tr>
<td>Cooperating Teachers:</td>
<td>University Supervisors:</td>
<td>Cooperating Teachers:</td>
</tr>
<tr>
<td>☐ PDE 430 Form (label as MID)</td>
<td>☐ PDE 430 Form (label as MID)</td>
<td>☐ PDE 430 Form (label as MID)</td>
</tr>
<tr>
<td><strong>11TH – 12TH WEEK OF SEMESTER</strong></td>
<td><strong>11TH – 12TH WEEK OF SEMESTER</strong></td>
<td><strong>11TH – 12TH WEEK OF SEMESTER</strong></td>
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<tr>
<td>Cooperating Teachers:</td>
<td>University Supervisors:</td>
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<tr>
<td>☐ Evaluation of Student Teacher Form</td>
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</tr>
<tr>
<td>☐ Classroom Observation Form</td>
<td>☐ Classroom Observation Form</td>
<td>☐ Classroom Observation Form</td>
</tr>
<tr>
<td><strong>15TH – 16TH WEEK OF SEMESTER</strong></td>
<td><strong>15TH – 16TH WEEK OF SEMESTER</strong></td>
<td><strong>15TH – 16TH WEEK OF SEMESTER</strong></td>
</tr>
<tr>
<td>All Cooperating Teachers:</td>
<td>University Supervisors:</td>
<td>Cooperating Teachers of Special Education Teacher Candidates Only:</td>
</tr>
<tr>
<td>☐ Satisfaction Survey (digital link)</td>
<td>☐ PDE 430 Form (label as FINAL)</td>
<td>☐ Undergraduate/Graduate Special Education Student Teaching Performance Profile (digital link)</td>
</tr>
<tr>
<td>☐ PDE 430 Form (label as FINAL)</td>
<td>☐ Satisfaction Survey (digital link)</td>
<td>☐ Undergraduate/Graduate Special Education Student Teaching Performance Profile (digital link)</td>
</tr>
<tr>
<td>☐ Evaluation of Professional Dispositions Survey (digital link)</td>
<td>☐ Evaluation of Professional Dispositions Survey (digital link)</td>
<td>☐ Undergraduate/Graduate Special Education Student Teaching Performance Profile (digital link)</td>
</tr>
<tr>
<td><strong>PRIOR TO GRADE SUBMISSION DEADLINE</strong></td>
<td><strong>TWO DAYS PRIOR TO GRADUATION</strong></td>
<td><strong>PRIOR TO GRADE SUBMISSION DEADLINE</strong></td>
</tr>
<tr>
<td>Professors of Student Teaching Seminar Courses:</td>
<td>Teacher Candidates:</td>
<td>Professors of Student Teaching Seminar Courses:</td>
</tr>
<tr>
<td>☐ Satisfaction Survey (digital link)</td>
<td>☐ Satisfaction Survey (digital link)</td>
<td>☐ Satisfaction Survey (digital link)</td>
</tr>
<tr>
<td>☐ Impact on Student Learning Survey (digital link)</td>
<td>☐ Self-Evaluation of Professional Dispositions Survey (digital link)</td>
<td>☐ Satisfaction Survey (digital link)</td>
</tr>
<tr>
<td>☐ Diversity Awareness Survey (digital link)</td>
<td>☐ Substitute/Official Position Survey (digital link)</td>
<td>☐ Technology Preparedness Survey (digital link)</td>
</tr>
<tr>
<td>☐ Substitute/Official Position Survey (digital link)</td>
<td>☐ Technology Preparedness Survey (digital link)</td>
<td>☐ Confirmation of Assignment Record (digital link)</td>
</tr>
</tbody>
</table>
CHECKLIST FOR TEACHER CANDIDATES & COOPERATING TEACHER REVIEW

Contractual Times & Supervisory Duties
- AM arrival time
- PM departure time
- Recess, library, study hall, cafeteria & bus duty
- Restrooms
- Halls
- Assemblies
- Before/after school supervision
- Other duties
- Attendance
- Daily announcements

Student Information (Consult District Confidentiality Policy)
- Names
- 504 plans & IEPs (accommodations & modifications)
- Methods for grouping and flexibility of the groups
- Special seating arrangements
- Special health and physical needs of students (allergies, etc.)
- Appropriate home & family information
- Procedures for involving school counselors, social workers, & parents in helping students
- Explain effective communication strategies for building partnerships with parents/guardians
- Share tips for conducting parent-teacher conferences & addressing concerns professionally

Curriculum, Instruction, and Materials
- Review the course of study & units for semester
- Review the curriculum maps
- Obtain textbooks, instructional aids, & reference materials
- Learn the location of these materials.
- Discuss student supplied vs. teacher supplied materials
- Demonstrate effective lesson planning techniques
- Demonstrate effective strategies for modifying lessons & curriculum for needs of diverse learners
- Explain effective methods for aligning lessons with curriculum
- Model various instructional techniques, such as direct instruction, group work, & hands-on activities
- Discuss different assessment methods & their purpose

Scheduling Considerations
- Learning Support, Emotional Support, etc., considerations
- Speech & other “pull-outs”
- Music lessons & other “specials” or “electives”
- Tutors & remediation courses
- Therapeutic/counseling groups & other PBIS interventions
- Resource room
- State Testing
- Inclement weather & virtual instruction scheduling

Keep the University Supervisor Informed
- Provide school and classroom schedules
- Share whatever information the University Supervisor needs (school rules, regulations, policies)
- Communicate regularly
- Communicate any concerns or questions

Classroom, Library, Laboratory Procedures & Facilities
- Method used to take and record attendance
- Method used to take and record lunch count
- Procedure to send and receive messages
- System or procedure used to dismiss students to other classes, recess, lunch, busses & fire drills
- Method used to distribute, collect & store materials
- Procedures for students who finish class work early
- Hall/lavatory/nurse passes & procedures
- Grading forms and systems
- Explain how to effectively grade & provide feedback
- Report cards
- Discipline forms & procedures
- Share strategies for handling discipline issues & promoting student engagement
- Behavior tracking sheets
- Positive behavior support (PBIS) forms & procedures
- Health records & procedures
- Permanent record forms & procedures
- SAP procedures and forms
- IEP & 504 records & procedures
- Health/Nurse forms & procedures
- Procedure to requisition & location of supplies
- Supplies with free access vs. requiring special permission
- Smartboard or projector
- Copier & laminator machines & their procedures
- Ask about any other relevant classroom technology
- Review Library checkout & return procedures
- Identify the location of counseling, main, & service-provider offices
- Become familiar with the available library materials, district technology, computer software, & curriculum materials
- Become familiar with the physical facilities of the school

Other Strategies & Discussions
- Demonstrate arranging furniture & materials for learning environment
- Explain strategies for maintaining an organized classroom
- Explain techniques for establishing & maintaining a positive classroom culture
- Show ways to create a supportive & inclusive learning environment for all students
- Discuss strategies for building positive relationships with students & providing emotional support
- Highlight the importance of collaborating with colleagues & participating in professional development opportunities
- Share resources & strategies for staying updated on best practices in education
- Offer advice on managing time effectively, including lesson planning, grading, & other teacher responsibilities
- Provide tips for balancing personal & professional time commitments with an emphasis on prioritizing
- Emphasize the significance of self-care & maintaining a healthy work-life balance
- Discuss strategies for managing stress, prioritizing personal well-being, & avoiding burnout
**TEACHER CANDIDATE WEEKLY REPORT FORM: PART 1**

Dates: Monday - Friday

Teacher Candidate Name

Teacher Candidate Phone

Teacher Candidate E-Mail

Cooperating Teacher Name

Cooperating Teacher E-Mail

School Name

School Phone Number

Complete the grid, filling in the schedule of activities. Circle or highlight when you will be teaching and/or leading. If your University Supervisor has asked you to complete a “field log” use that in place of this form.

<table>
<thead>
<tr>
<th>WEEK #</th>
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<tbody>
<tr>
<td>Room #</td>
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</table>
TEACHER CANDIDATE WEEKLY REPORT FORM: PART 2

Keep a list of questions as situations occur so that you can discuss them with your Cooperating Teacher and University Supervisor.

• My involvement in special activities in the upcoming week include:

• 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?

• An/Some Area(s) I improved in this past week:
COOPERATING TEACHER EVALUATION OF TEACHER CANDIDATE

<table>
<thead>
<tr>
<th>Teacher Candidate Name</th>
<th>Placement Building/Grade(s)</th>
<th>Cooperating Teacher Name</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Grade Level / Subject</th>
<th>Dates of Student Teaching</th>
<th>Teacher Phone Number</th>
<th>E-mail</th>
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</thead>
<tbody>
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</table>

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

**CATEGORY I: PLANNING AND PREPARATION**

<table>
<thead>
<tr>
<th>0=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrating Knowledge of Content and Pedagogy (knowledge of content, of relevant connections, of content-related pedagogy)</td>
<td></td>
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</tr>
<tr>
<td>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)</td>
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<tr>
<td>C. Setting Instructional Outcomes (value, sequence, and alignment; clarity; balance; suitability for diverse learners)</td>
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<tr>
<td>D. Demonstrating Knowledge of Resources (from various sources—school, district, community; technology resources)</td>
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<tr>
<td>E. Designing Coherent Instruction (learning activities, instructional materials and resources, grouping, lesson, and unit structure; adaptation to student needs; incorporation of technology)</td>
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<tr>
<td>F. Designing Student Learning (consistence with instructional goals, criteria and standards, variety of methods, use for planning)</td>
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</tbody>
</table>

**Comments About Category I: Planning and Preparation**

**CATEGORY II: THE CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>0=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creating an Environment of Respect and Rapport (interaction with students, promoting student interaction; equitable learning opportunities for students)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B. Establishing a Culture for Learning (importance of the content, student pride in work, high expectations for learning and achievement; active student participation)</td>
<td></td>
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</tr>
<tr>
<td>C. Managing Classroom Procedures (instructional groups, transitions, routines, materials and supplies, non-instructional duties; little or no loss in instructional time for classroom routines)</td>
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<tr>
<td>D. Managing Student Behavior (communicating expectations, monitoring of student behavior, responding appropriately to student misbehavior with a hierarchy of approaches)</td>
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</tr>
<tr>
<td>E. Organizing Physical Space (safety and arrangement of furniture, accessibility to learning and use of resources)</td>
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</tr>
</tbody>
</table>

**Comments about Category II: The Classroom Environment**

Adapted from PDE 82-1 (4/13) & From Enhancing Professional Practice: A Framework for Teachers, 2nd Edition (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. 2007 by ASCD.

FORM CONTINUES ON NEXT PAGE
### CATEGORY III: INSTRUCTIONAL DELIVERY

<table>
<thead>
<tr>
<th>0=Failing</th>
<th>1=Needs Improvement</th>
<th>2=Proficient</th>
<th>3=Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communicating with Students (directions and procedures, oral and written language; use of voice; goals and expectations clearly expressed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Using Questioning and Discussion Techniques (quality of questions, discussion techniques, student participation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
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<td></td>
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</tr>
<tr>
<td>E. Demonstrating Flexibility and Responsiveness (lesson adjustment, response to students, persistence in seeking effective approaches)</td>
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</tr>
<tr>
<td>F. Connecting Plan to Delivery (implementing plan effectively; demonstrating PA standards; pedagogy appropriate to content)</td>
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</tbody>
</table>

Comments about Category III: Instruction

### CATEGORY IV: PROFESSIONALISM

<table>
<thead>
<tr>
<th>0=Failing</th>
<th>1=Needs Improvement</th>
<th>2=Proficient</th>
<th>3=Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reflecting on Teaching (effectiveness, achievement of instructional outcomes, suggestions for improvement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Maintaining Accurate Records (student completion of assignments, student progress in learning, instructional and non-instructional record-keeping)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>C. Communicating with Families (information about the instructional program, information about individual students, engagement of families in the instructional program)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D. Contributing to the School Community (relationships with colleagues, participation in appropriate school events)</td>
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</tr>
<tr>
<td>E. Growing and Developing Professionally (commitment to opportunities for professional development; thoughtful reflection)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F. Showing Professionalism (service to students, attire and attitude, decision making, fulfillment of responsibilities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Showing Awareness of School/District/State Policies and Regulations (attendance, punctuality; PA Code of Conduct)</td>
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</table>

Comments about Domain IV: Professional Responsibilities

### OVERALL EVALUATION

<table>
<thead>
<tr>
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</tr>
</thead>
</table>

General Comment about Teacher candidate’s Progress and Potential:

Cooperating Teacher Signature _____________________ Date __________

Teacher Candidate Signature _____________________ Date __________

Adapted from PDE 82-1 (4/13) & From Enhancing Professional Practice: A Framework for Teachers, 2nd Edition (pp. 41-42), by Charlotte Danielson, Alexandria, VA: ASCD. 2007 by ASCD.
## 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:

<table>
<thead>
<tr>
<th>Category I: Planning and Preparation</th>
<th>Category III: Instructional Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Knowledge of Content &amp; Pedagogy</td>
<td>Communicating with Students</td>
</tr>
<tr>
<td>Demonstrating Knowledge of Students</td>
<td>Using Questioning and Discussion Techniques</td>
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<tr>
<td>Setting Instructional Outcomes</td>
<td>Engaging Students in Learning</td>
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<tr>
<td>Demonstrating Knowledge of Resources</td>
<td>Using Assessment in Instruction</td>
</tr>
<tr>
<td>Designing Coherent Instruction</td>
<td>Demonstrating Flexibility and Responsiveness</td>
</tr>
<tr>
<td>Designing Student Learning</td>
<td>Connecting Plan to Delivery</td>
</tr>
</tbody>
</table>

### PROGRESS OBSERVED

0=Unsatisfactory; 1=Satisfactory; 2=Superior; 3=Exemplary
Leave blank if not observed

<table>
<thead>
<tr>
<th>Category I: Planning and Preparation</th>
<th>Category III: Instructional Delivery</th>
</tr>
</thead>
</table>

**COMMENTS ABOUT CATEGORY I**

**COMMENTS ABOUT CATEGORY III**

### Category II: The Classroom Environment

<table>
<thead>
<tr>
<th>Category II: The Classroom Environment</th>
<th>Category IV: Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating an Environment of Respect &amp; Rapport</td>
<td>Reflecting on Teaching</td>
</tr>
<tr>
<td>Establishing a Culture for Learning</td>
<td>Maintaining Accurate Records</td>
</tr>
<tr>
<td>Managing Classroom Procedures</td>
<td>Communicating with Families</td>
</tr>
<tr>
<td>Managing Student Behavior</td>
<td>Contributing to the School Community</td>
</tr>
<tr>
<td>Organizing Physical Space</td>
<td>Growing and Developing Professionally</td>
</tr>
</tbody>
</table>
| Showing Awareness of School/District/State Policy/Regs. 

**COMMENTS ABOUT CATEGORY II**

**COMMENTS ABOUT CATEGORY IV**

### AREAS OF MASTERY

**AREAS FOR IMPROVEMENT AND GROWTH**

**OVERALL COMMENTS / SUGGESTIONS / RECOMMENDATIONS**

______________________________________________

University Supervisor Signature _____________________________

______________________________________________

Teacher Candidate Signature _____________________________

______________________________________________

Date _____________________________

Date _____________________________

39
UNIVERSITY SUPERVISOR/COOPERATING TEACHER SUBMIT TO OPPEO AT END OF PLACEMENT

SHIPPENSBURG UNIVERSITY'S EVALUATION SHEET FOR THE PDE 430 FORM

(Select one)  ☐ Mid  ☐ Final

Student Teacher Candidate’s Last Name: [ ]  First Name: [ ]

Term/Year: [ ]  Major: [ ]  *If Dual Major List Both: [ ]

Subject Taught: [ ]  Grade Level: [ ]  Conference Date: [ ]

District/IU: [ ]  School: [ ]

### Category I: Planning & Preparation

<table>
<thead>
<tr>
<th>Rating:</th>
<th>☐ 3 Exemplary</th>
<th>☐ 2 Superior</th>
<th>☐ 1 Satisfactory</th>
<th>☐ 0 Unsatisfactory</th>
</tr>
</thead>
</table>

Justification for Evaluation Rating *(Be specific & give examples)*:

Sources of Evidence *(Check all that apply & append any supplementary documentation for unsatisfactory rating)*:

☐ Lesson/Unit Plans  ☐ Information About Students (Including IEPs)  ☐ Resource Document
☐ Resources/Materials/Technology  ☐ Student Teacher Interviews  ☐ Other:
☐ Assessment Materials  ☐ Classroom Observations

### Category II: Classroom Environment

<table>
<thead>
<tr>
<th>Rating:</th>
<th>☐ 3 Exemplary</th>
<th>☐ 2 Superior</th>
<th>☐ 1 Satisfactory</th>
<th>☐ 0 Unsatisfactory</th>
</tr>
</thead>
</table>

Justification for Evaluation Rating *(Be specific & give examples)*:

Sources of Evidence *(Check all that apply & append any supplementary documentation for unsatisfactory rating)*:

☐ Classroom Observations  ☐ Student Teacher Candidate Interviews  ☐ Instructional Resources/Materials/Tech/Space
☐ Informal Observations/Visits  ☐ Visual Technology  ☐ Other:
☐ Assessment Materials  ☐ Student Assignment Sheets

### Category III: Instructional Delivery

<table>
<thead>
<tr>
<th>Rating:</th>
<th>☐ 3 Exemplary</th>
<th>☐ 2 Superior</th>
<th>☐ 1 Satisfactory</th>
<th>☐ 0 Unsatisfactory</th>
</tr>
</thead>
</table>

Justification for Evaluation Rating *(Be specific & give examples)*:

Sources of Evidence *(Check all that apply & append any supplementary documentation for unsatisfactory rating)*:

☐ Classroom Observations  ☐ Student Teacher/Candidate Interviews  ☐ Instructional Resources/Materials/Technology
☐ Informal Observations/Visits  ☐ Student Assignment Sheets  ☐ Other:
☐ Assessment Materials  ☐ Written Documentation

### Category IV: Professionalism

<table>
<thead>
<tr>
<th>Rating:</th>
<th>☐ 3 Exemplary</th>
<th>☐ 2 Superior</th>
<th>☐ 1 Satisfactory</th>
<th>☐ 0 Unsatisfactory</th>
</tr>
</thead>
</table>

Justification for Evaluation Rating *(Be specific & give examples)*:

Sources of Evidence *(Check all that apply & append any supplementary documentation for unsatisfactory rating)*:

☐ Classroom Observations  ☐ Student Teacher Interviews  ☐ Student Work
☐ Informal Observations/Visits  ☐ Written Documentation  ☐ Instructional Resources/Materials/Technology
☐ Assessment Materials  ☐ Student Assignment Sheets  ☐ Other:
### Overall Rating

**Note:** A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Min. of 12 pts.)</th>
<th>Superior (Min. of 8 pts.)</th>
<th>Satisfactory (Min. of 4 pts.)</th>
<th>Unsatisfactory (0 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating (Indicate ☐)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Justification for Overall Rating** (Be specific & give examples):

---

Our signatures below signify that the complete 5-page PDE 430 document including the performance criteria, which appear in the Student Teacher Handbook, was reviewed as part of the evaluation which is summarized above. The signature line captures a date and certification of your signature.

**REQUIRED SIGNATURES**

![Signature](signature.png)

---

**PDE 430 CATEGORIES AND PERFORMANCE STANDARDS**

*Please select the standards that you were able to evaluate during the 2nd 8 weeks. If applicable.*

#### 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.

- ☐ 1.1 Knowledge of content
- ☐ 1.2 Knowledge of pedagogy
- ☐ 1.3 Knowledge of Pennsylvania’s K-12 Academic Standards
- ☐ 1.4 Knowledge of students and how to use this knowledge to impart instruction
- ☐ 1.5 Use of resources, materials, or technology available through the school or district
- ☐ 1.6 Instructional goals that show a recognizable sequence with adaptations for individual student needs
- ☐ 1.7 Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- ☐ 1.8 Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

#### CATEGORY II: CLASSROOM ENVIRONMENT

Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.

- ☐ 2.1 Expectations for student achievement with value placed on the quality of student work.
- ☐ 2.2 Attention to equitable learning opportunities for students
- ☐ 2.3 Appropriate interactions between teacher and students and among students
- ☐ 2.4 Effective classroom routines and procedures resulting in little or no loss of instructional time.
- ☐ 2.5 Clear standards of conduct and effective management of student behavior
- ☐ 2.6 Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- ☐ 2.7 Ability to establish and maintain rapport with students

#### CATEGORY III: INSTRUCTIONAL DELIVERY

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.

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

#### CATEGORY IV: PROFESSIONALISM

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

- ☐ 4.1 Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like
- ☐ 4.2 Knowledge of school or district requirements for maintaining accurate records and communicating with families
- ☐ 4.3 Knowledge of school and/or district events
- ☐ 4.4 Knowledge of district or college’s professional growth and development opportunities
- ☐ 4.5 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
- ☐ 4.6 Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- ☐ 4.7 Ability to cultivate professional relationships with school colleagues
- ☐ 4.8 Knowledge of Commonwealth requirements for continuing professional development and licensure

---
### Week of:

### Date to be Taught:
- The date you are TEACHING not the date you write the lesson plan.

### Subject:

### Topic/Unit:

### Grade Level:

### Timeframe:
- How long will the lesson be?

## SECTION I: STANDARDS AND OBJECTIVES

### Objectives/Learning Outcomes
Think about the big ideas - what do you really want your students to accomplish in this lesson?
- The objective is something that reflects what your students will know, feel, or be able to do after your lesson that they could not do before.
- Be concise - do not worry about “The students will be able to…” just use “The students will…”
- Use a numbered list.

### Standards
List the standards.

### Prerequisite Skills
Do this after writing the procedure.
- What do my students need to be able to do before completing this lesson?
- Skills could come from prior unit or instruction.

### Differentiation
As you plan the lesson’s step-by-step sequence, consider:
- What specific accommodations or modifications are being provided?
- What extensions of learning are being provided?
- How will you differentiate the instructional pace, tasks, assessments, materials, and/or technology for students with IEPs or GIEPs?
- How will you adjust the lesson’s pace, task, assessments, materials, and/or technology for students who are at various benchmark levels?
<table>
<thead>
<tr>
<th><strong>Introduction (Hook)/Anticipatory Set</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1:</strong> Attention getting - find a creative way to pull your students into what you will be teaching them, make it motivational.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2:</strong> Accessing prior experiences is critical. File cabinet in brain - locate information for students for when they are preparing to start learning something.</td>
<td></td>
</tr>
<tr>
<td>Use one or more of the following: Focus the learner, motivate the learner, state the value of the lesson, review as needed, set the stage.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sequence of Instruction (Step 1, Step 2…)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate what you are doing step by step and what your students are doing step by step.</td>
<td></td>
</tr>
<tr>
<td>You must know what you want from your students in terms of their learning.</td>
<td></td>
</tr>
<tr>
<td>Think of your objectives and evidence collection.</td>
<td></td>
</tr>
<tr>
<td>Indicate the instructional strategies used.</td>
<td></td>
</tr>
<tr>
<td>Be specific enough that a guest teacher could teach this lesson.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Closure/Wrap Up</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Check for student understanding.</td>
<td></td>
</tr>
<tr>
<td>Asking questions for clarification.</td>
<td></td>
</tr>
<tr>
<td>You want students to summarize what they learned.</td>
<td></td>
</tr>
<tr>
<td>This is an important part of the lesson! Do not rush through it. Keep an eye on the clock so you have time.</td>
<td></td>
</tr>
<tr>
<td>It is like another hook.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Possible Follow-up Activity</strong></th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Take-Home Assignment</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>(As applicable)</td>
<td></td>
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</tbody>
</table>
**SECTION II: ASSESSMENT**

The assessment NEEDS to reflect the objectives. You should look at your objectives and make sure that your assessment(s) can provide compelling EVIDENCE that the students have met the objectives. Types of assessment include but are not limited to observation, student work, informal discussion, presentations, checklist, rubrics, anecdotal notes, quizzes, ticket out the door, etc. Assessment drives instruction. Based on your assessment of your students, you will plan, adjust, or tweak future lessons to meet their needs.

<table>
<thead>
<tr>
<th>Pre-assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative assessment</td>
<td></td>
</tr>
<tr>
<td>Summative assessment</td>
<td></td>
</tr>
</tbody>
</table>
  - What are you doing to determine what students learned? |

**SECTION III: LESSON DETAILS**

<table>
<thead>
<tr>
<th>Student Materials</th>
<th></th>
</tr>
</thead>
</table>
- This will help you prepare! What do students need? Make sure it is ready and organized in the classroom. Be specific! |

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Use of Technology (where appropriate)</th>
<th></th>
</tr>
</thead>
</table>

**SECTION IV: LESSON ANALYSIS/REFLECTION**

<table>
<thead>
<tr>
<th>What went well?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was learned about planning?</td>
<td></td>
</tr>
<tr>
<td>What was learned about teaching?</td>
<td></td>
</tr>
<tr>
<td>What did the students learn?</td>
<td></td>
</tr>
<tr>
<td>What improvements will I make?</td>
<td></td>
</tr>
</tbody>
</table>
SUBSTITUTE APPROVAL LETTER

To Whom It May Concern:

According to the Shippensburg University College of Education and Human Services guidelines regarding substitute teaching while student teaching, I am formally requesting that I be considered for substitute teaching while student teaching in your school district. Below are the signatures of my Cooperating Teacher during the first 8-weeks of student teaching and University Supervisor acknowledging that in their certified professional opinion, my skills, knowledge, and disposition are such that I would be an effective substitute teacher within the parameters within the policy.

Sincerely,

Student Teacher’s Signature

Student Teacher’s Name

Student Teacher’s Area of Certification(s)

Cooperating Teacher Print Name/Title

University Supervisor Print Name/Title

Cooperating Teacher Signature

University Supervisor Signature

Date

Date
**Travel Request Form**

<table>
<thead>
<tr>
<th>A</th>
<th>Traveler's First Name:</th>
<th>Traveler’s Last Name:</th>
<th>Department/Office:</th>
<th>Cost Center(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Destination: (city &amp; state/country)</th>
<th>Person(s) Accompanying You:</th>
<th>Date(s) of Trip:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Purpose: **(Please do not use abbreviations in this section.)**

<table>
<thead>
<tr>
<th>B</th>
<th>Mode of Travel:</th>
<th>University Car</th>
<th>Rental Car</th>
<th>Private Auto</th>
<th>Train</th>
<th>Plane</th>
<th>Other (please note):</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

*If traveling over 80 miles per day, a rental car is the preferred mode of transportation.*

<table>
<thead>
<tr>
<th>C</th>
<th>Intended Funding Source:</th>
<th>(Check all that apply)</th>
<th>Department</th>
<th>College/Dean’s Office</th>
<th>CFEST</th>
<th>Other (please note):</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>Prepayment Request Options</th>
<th>Travel Advance:</th>
<th>(Up to 80% of out-of-pocket expenses will be issued via check, approx. 1 week prior to travel).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Not available for most student research grants.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Address:</th>
<th>Payable To:</th>
<th>Payment Due By:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

| E | Travel Cost Estimate | 1 | Transportation: □ Private car (at $0.___ per mile) / □ Other: ________________ |
|   |                      | 2 | Lodging (including taxes): |
|   |                      | 3 | Meals: |
|   |                      | 4 | Tolls: |
|   |                      | 5 | Parking: |
|   |                      | 6 | Miscellaneous: |
|   |                      | 7 | Total Estimate: (add line 1 through line 6) |
|   |                      | 8 | Registration Fees: (G/L 616000) |
|   |                      | 9 | Maximum Travel Allowance: | Signature: |
|   |                      | 10| Total Estimate: |

<table>
<thead>
<tr>
<th>F</th>
<th>International Travel Disclosure</th>
<th>Are you traveling to sanctioned countries including Iran, Syria, Cuba, North Korea, and Sudan?</th>
<th>□ Yes □ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Are you traveling with university-owned electronic storage devices such as laptops, smart-phones, or external USB hard drives?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you traveling with electronic devices containing technical data related to military or equipped with dual-use technology?</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

*More details at www.ship.edu/public_service/forms/ ‘Foreign Travel Disclosures’.*

*If you answered ‘Yes’ to any of these questions, please contact IPSSP at 717-477-1251.*

<table>
<thead>
<tr>
<th>G</th>
<th>Sequential Authorizations and Dates</th>
<th>1</th>
<th>Traveler</th>
<th>First Name:</th>
<th>Last Name:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Chairperson or Supervisor</td>
<td>First Name:</td>
<td>Last Name:</td>
<td>Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Director Or Dean</td>
<td>First Name:</td>
<td>Last Name:</td>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>Executive Authorization</th>
<th>1</th>
<th>Vice-President or Provost</th>
<th>First Name:</th>
<th>Last Name:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>President</td>
<td>First Name:</td>
<td>Last Name:</td>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
TRAVEL REQUEST FORM INSTRUCTIONS

A - The traveler’s name, department/office, cost center(s), destination, date(s) of travel, and purpose of the travel must be identified. The destination should be a specific city and state/country. Avoid abbreviations in the Purpose field, since these may not be known to a reviewer of this form. If someone is accompanying you, add their name(s) in the appropriate field.

B - Specify all modes of transportation required to reach your destination. Board of Governors Policy 1986-07-A states that “the most economical means available, including automobile rentals, should be used consistent with the purpose and constraints of the travel. An employee who does not use the most economical means of travel available, consistent with the purpose and constraints of the travel, will be reimbursed as if the most economical means of travel has been used.” If traveling over 80 miles per day, an Enterprise rental car becomes the preferred mode of transportation. An intermediate sized car from Enterprise can be rented for approximately $36.00/day. More information on the rental car process is available on the Shippensburg University website. If you are checking ‘other,’ please provide further details.

C - Indicate the intended funding sources associated with supporting this travel. If you are marking the option ‘other,’ please provide further details.

D - If a Travel Advance or Prepayment of Registration is requested, check the appropriate box, and provide the information required/needed in the section. Travel advance checks need to be picked up in Accounts Payable (OM 209). For prepayment of registration, make sure that the Payable to section is filled out and the remit to address is noted on the form or highlighted in the attached registration information. Remember that this form needs to be turned in to Accounts Payable at least 10 business days before the travel advance check date or registration payment deadline date. The Travel Advance option is NOT available for most student research grants including UGR and GR grants. Student researchers should contact IPSSP (717-477-1251) for further explanation.

E - Complete the estimates and add the total in the appropriate space provided.

F - For international travel, make sure to answer each question by checking the appropriate boxes. If you answered “Yes” to any of the questions, make sure to contact IPSSP (717-477-1251). More details can be found ON THE Shippensburg University website by clicking the Foreign Travel Disclosures link under the Travel section.

G - The form must be signed by the: 1) Traveler, (2) Department Chair or Supervisor, and (3) Dean or Director. For international travel, the Vice President and President must also sign the form.

Note: A Funds Reservation must be entered into the financial accounting system to encumber funds prior to the travel occurrence. The Funds Reservation Number must be noted on the top, right corner of the form. If travel is for a non-funded, official University business-related purpose, this form still must be completed and filed within the department. Questions? Please call Accounts Payable on ext. 1157.

TRAVEL REQUEST FORM INSTRUCTIONS

1 - Employees are not eligible for reimbursement of transportation expenses between residence and headquarters. When an employee is required to travel directly from home to a work or conference site, the distance from home to work site, or headquarters to work site, whichever is shortest, will be used to calculate mileage.

2 - If Transportation Order used, attach copies 3 & 4 of T.O.; do not include in TOTAL REIMBURSEMENT CLAIMED. Original receipts required for plane, bus, train; original receipt required for taxi in accordance with current SSHE Travel Regulations and Commonwealth of Pennsylvania Travel and Subsistence Expenses Management Directive.

3 - If Hotel Order used, attach copies 3 & 4 of H.O. with copy of hotel bill; do not include in TOTAL REIMBURSEMENT CLAIMED. Original receipts required, both hotel bill and method of payment. If hotel expense exceeds maximum allowable by regulation, justification required.

4 - Please note that allowance for meals does not require receipts. However, they are not flat rates and only amounts expended may be claimed. Collective bargaining agreement provisions apply to meal allowances.

5 - Receipt required. A copy of the conference brochure or registration form must be submitted with the Travel Expense Voucher. If Registration was prepaid by University, indicate Prepaid Registration; and do not include in TOTAL REIMBURSEMENT CLAIMED.

6 - Original receipts may be required, in accordance with current SSHE Travel Regulations and Commonwealth of Pennsylvania Travel and Subsistence Expenses Management Directive.

Note: Staple receipts to back of travel expense voucher.
<table>
<thead>
<tr>
<th>Personal Information</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
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<tr>
<td>Position:</td>
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<td>Home Address:</td>
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<td>Mailing Address:</td>
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<td>Phone:</td>
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<td>Email:</td>
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<table>
<thead>
<tr>
<th>Travel Information</th>
<th>Date</th>
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<tbody>
<tr>
<td>Destination:</td>
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</tr>
<tr>
<td>Mode of Travel:</td>
<td></td>
</tr>
<tr>
<td>Airline/Train/Bus:</td>
<td></td>
</tr>
<tr>
<td>Hotel Name:</td>
<td></td>
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<tr>
<td>Car Rental Company:</td>
<td></td>
</tr>
<tr>
<td>Car Number:</td>
<td></td>
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<tr>
<td>Car Miles:</td>
<td></td>
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<tr>
<td>Mileage Rate:</td>
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<table>
<thead>
<tr>
<th>Expenses</th>
<th>Date</th>
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<tbody>
<tr>
<td>Accommodation:</td>
<td></td>
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<tr>
<td>Meals:</td>
<td></td>
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<tr>
<td>Transportation:</td>
<td></td>
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<tr>
<td>Miscellaneous:</td>
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**Total: | Date**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
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</table>

**Miscellaneous Expenses:**

- Airfare
- Car Rental
- Hotel
- Meals
- Other

Total Expenses: $**

**Supervisor: | Date**

Date: | |

**Date: | Supervisor: | University: |**

Page 1 of
COOPERATING TEACHER PAYROLL FORM

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

- **First year cooperating teacher** - You will be compensated $137.50 for 8 weeks or $275 for 16 weeks. **Note:** If you are a first-year cooperating teacher for the first eight weeks, you are still considered a first-year cooperating teacher for the second eight weeks in the same semester.

- **Experienced cooperating teacher** – You will be compensated $275.50 for 8 weeks or $551 for 16 weeks. If you are mentoring a student teacher for a period other than 8 or 16 weeks, the stipend will be prorated accordingly.

Please complete the information below and return to the Office of Partnerships, Professional Experiences, and Outreach.

LAST NAME: _________________________________ FIRST NAME: _________________________________

HOME ADDRESS: ____________________________________________________________________________

CITY: ___________________________ STATE: ________ ZIP: __________________

HOME PHONE: ___________________________ E-MAIL: ___________________________

SCHOOL DISTRICT: __________________________________________________________________________

SCHOOL BUILDING: __________________________________________________________________________

SUBJECT AREA(S): ___________________________ GRADE LEVEL(S): ___________________________

STUDENT TEACHER/TEACHER CANDIDATE NAME: ______________________________________________

Is this your first student teacher from Shippensburg University? ☐ Yes ☐ No

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Year:</th>
<th>Placement Information:</th>
<th>Length of Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Fall</td>
<td>20</td>
<td>☐ First Half of Semester</td>
<td>☐ 8 Weeks</td>
</tr>
<tr>
<td>☐ Spring</td>
<td></td>
<td>☐ Second Half of Semester</td>
<td>☐ 16 Weeks</td>
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</table>

<table>
<thead>
<tr>
<th>Fund Center:</th>
<th>Amount:</th>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>$</td>
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<table>
<thead>
<tr>
<th>Commitment Item:</th>
<th>DOC #:</th>
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</tbody>
</table>
# W-9 Request for Taxpayer Identification Number and Certification

**Form W-9 (Rev. 11-2017)**

**Department of the Treasury**

**Internal Revenue Service**

**Go to www.irs.gov/FormW9 for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

<table>
<thead>
<tr>
<th>Field</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name</td>
<td>(as shown on your income tax return). Name is required on this line, do not leave this line blank.</td>
</tr>
<tr>
<td>2. Business name/disregarded entity name, if different from above</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. | - Individual/sole proprietor or single-member LLC  
- C Corporation  
- S Corporation  
- Partnership  
- Trust/state  
- Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership).  
- Other (see instructions) |
| 4. Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3). | - Exempt payee code (if any)  
- Exemption from FATCA reporting code (if any) |
| 5. Address (number, street, and apt. or suite no.) See instructions. | Requester’s name and address (optional) |
| 6. City, state, and ZIP code | |
| 7. List account number(s) here (optional) | |

## Part I: Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see What Name and Number To Give the Requester for guidelines on whose number to enter.

<table>
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<tbody>
<tr>
<td>Social security number</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Employer Identification number</td>
</tr>
</tbody>
</table>

## Part II: Certification

Under penalties of perjury, I certify that:

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

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

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>Sign Here</td>
<td>Signature of U.S. person</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

## General Instructions

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

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

## Purpose of Form

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

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

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

Cat. No. 10231X

Form W-9 (Rev. 11-2017)
READY TO SAIL INTO THE NEXT WAVE OF YOUR CAREER? LOOK NO FURTHER THAN SHIP!

- **English as a Second Language Certificate**: The English as a second language certificate program is convenient and ideal for working education professionals who want additional certification. It is a highly interactive program, consisting of five courses in an accelerated format, allowing you to finish within a year. This certificate is offered in a cohort setting that promotes a positive and personalized learning environment. You will have several experiences working with English learners, culminating in a practicum where you will teach English learners for three weeks in the summer. [https://www.ship.edu/programs/english-second-language-certificate/](https://www.ship.edu/programs/english-second-language-certificate/)

- **MAT in STEM Education (M.A.T.)**: Secondary STEM teachers are some of the most in-demand teachers in Pennsylvania and across the country. The M.A.T. in STEM (Science, Technology, Engineering, and Mathematics) Education is designed for professionals and recent college graduates who already hold a degree in science, math, or business and who wish to teach science, math, or business education in a middle school or high school setting. [https://www.ship.edu/programs/education-mat-certification/](https://www.ship.edu/programs/education-mat-certification/)

- **Literacy (M.Ed.)**: This Master of Education program prepares students to help people of diverse ages and backgrounds to read and communicate more effectively. They will benefit from a well-rounded program involving a variety of experiences to help develop their teaching skills. The faculty in our nationally accredited program prepares reading professionals who have the knowledge, skills, and dispositions to effectively integrate contemporary theories of reading with sound pedagogical practice. The program is offered for fully certified elementary and secondary teachers with a Reading Specialist certificate option. [https://www.ship.edu/programs/literacyMEd/](https://www.ship.edu/programs/literacyMEd/)

- **Curriculum & Instruction (M.Ed.)**: Today’s teachers inspire tomorrow’s leaders. Shippensburg’s Curriculum and Instruction M.Ed. program creates an adaptive structure of support that gives confidence for experimentation and achievement. The program is offered for fully certified elementary and secondary school teachers. Certification is an option in the early childhood cluster, middle level, and STEM fields. The program fosters teacher growth through exploration of principles of theory and practice that enhance teaching through research and technology. [https://www.ship.edu/programs/curriculum-instruction/](https://www.ship.edu/programs/curriculum-instruction/)

- **Special Education with Certification (M. Ed.)**: The Special Education Program equips professionals in special education with entry- and advanced-level training. The program develops educators by providing the highest quality research-based instruction to pre-service and in-service teachers. [https://www.ship.edu/programs/special-education-certification/](https://www.ship.edu/programs/special-education-certification/)

- **Educational Leadership Program**: Shippensburg University Educational Leadership Department offers three certification programs, post-master’s degree certification program for school principals, special education supervisory certification and superintendent’s letter of eligibility certification. All three are accredited by the Council for Accreditation of Educator Preparation and recognized by the Pennsylvania Department of Education as Pennsylvania Inspired Leadership Programs.
  - **Supervisory/Principal Certificate**: Are you inspired to shape your education system? Are you driven to meet the challenges and opportunities of a continuously shifting educational landscape? If you are, then our Shippensburg University’s Principal Certificate program will empower you with the skills and tools needed today and tomorrow. Shippensburg University has partnered with Cumberland Valley School District, Harrisburg School District and the Capital Area Intermediate Unit to provide this valuable training to motivated educators. [https://www.ship.edu/programs/post-masters-degree-certification-school-principals/](https://www.ship.edu/programs/post-masters-degree-certification-school-principals/)
  - **Special Education Supervisory Certificate**: This program will prepare you to be an effective special education supervisor. Core courses provide a blend of theory and practical experiences to develop effective leadership knowledge and skills in the following areas: Supervision and evaluation, Curriculum, instruction and assessment, Special education school law, Finance, Educational leadership preparation. All courses are taught by former administrators in the field of educational leadership. You will get to know your professors and they will mentor you toward potential career options. [https://www.ship.edu/programs/supervisory-certification/](https://www.ship.edu/programs/supervisory-certification/)
  - **Educational Leadership (M.Ed.)**: Are you inspired to shape your education system? Are you driven to meet the challenges and opportunities of a continuously shifting educational landscape? If you are, then our Shippensburg University’s Educational Leadership M.Ed. program will empower you with the skills and tools needed today and tomorrow. This program includes the option of Principal and/or Supervisor certification. [https://www.ship.edu/programs/educational-leadership-mEd/](https://www.ship.edu/programs/educational-leadership-mEd/)
  - **Educational Leadership (Ed.D.)**: Are you inspired to shape your education system? Are you driven to meet the challenges and opportunities of a continuously shifting educational landscape? If you are, then our Shippensburg University’s Educational Leadership Ed.D. program will empower you with the skills and tools needed today and tomorrow. [https://www.ship.edu/programs/educational-leadership-mEd/](https://www.ship.edu/programs/educational-leadership-mEd/)
  - **Superintendent’s Letter of Eligibility Certification**: This program includes a series of six field residencies leading to the Superintendent’s Letter of Eligibility or in the case of alternative pathway students, eligibility for a commission as a superintendent/assistant superintendent. All work is done in the candidate’s home district and can be completed in one-and-a-half years. Each residency has four credits and is co-supervised by a university faculty member, a practicing expert in the field and a district-based facilitator/mentor. [https://www.ship.edu/programs/superintendents-letter-eligibility-certification/](https://www.ship.edu/programs/superintendents-letter-eligibility-certification/)