Shippensburg
UNIVERSITY

OFFICE OF PARTNERSHIPS, PROFESSIONAL EXPERIENCES, & OUTREACH

# Student Teaching Handbook 2021

## A Guide for Student Teachers

**PLANNING ASSESSING REFLECTING**

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

**SHIPPENSBURG UNIVERSITY**

**HANDBOOK FOR STUDENT TEACHERS**

Fall 2021

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

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

# Yah! - You made it - Student Teaching!

Dear Shippensburg University Student Teacher:

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 are part of this educational team as you will have an opportunity to grow both personally and professionally. Savor this time, enjoy each day's challenges as well as the 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,

Candace A. Claar

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

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# FOREWORD

Student Teaching is the capstone experience for pre-service education majors and teacher certification candidates in other major fields.

- It marks both an ***end*** to undergraduate professional education and a ***beginning*** to the challenging, rewarding career of teaching.

- It is both a ***requirement*** for obtaining instructional certification and a ***transition*** into membership in the teaching profession.

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

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

**Office of Partnerships, Professional Experiences, and Outreach**
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**Shippen Hall 354**
**fieldexperiences@ship.edu**
**717-477-1487**
http://www.ship.edu/coehs/field-services/office_of_field_services/

**Shippensburg University**
**1871 Old Main Drive**
**Shippensburg, PA 17257-2299**

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

# COLLEGE OF EDUCATION & HUMAN SERVICES

## MISSION STATEMENT

The Mission of the College of Education and Human Services is to prepare students to be competent human service professionals and to provide leadership directed toward encouraging collaboration in the development and application of theory, research, policy, resources, practices, and innovative models.

## GOALS

We strive to instill a sense of responsibility, commitment, and professionalism in our students who provide service to people and institutions. At the same time, we strive for expertise in major areas of study by:

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

## COMMITMENT TO ETHICAL PRACTICE

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

- Honoring, and dignifying ourselves and others.
- Valuing differences among and between us.
- Advocating for and acting to attain social justice.
- Using discretion vested in the privileges of our positions appropriately.
- Performing our jobs at the highest standard.
- Upholding the trust of those with whom we work.
- Respecting the work of other professionals.

# Guidelines and Resources

# Student Teachers

# WHO IS WHO?

## Cooperating Teacher

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

- At least three years of certified teaching experience on the appropriate certificate; one of which is in the district where the teacher education candidate is assigned;
- Being certified in the content area being sought by the student teacher; and
- Having a teaching assignment appropriate to the subject competency of the teacher education candidate.

## Student Teacher

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

## University Supervisor

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

# CLEARANCES/REQUIRED DOCUMENTATION

**PRIOR TO 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. 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 required documents (all 6 of them) MUST be turned in as a group. Please do NOT bring them individually.

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

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

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

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

3. **Act 151 Child Abuse Clearance** – Act 151 must be valid through the entire academic year. Must be valid through last day of the field experience/student teaching semester. Online registration available at https://www.compass.state.pa.us/cwis/public/home.
   - Create Individual Account.
   - You will register as a **School Employee Governed by Public School Code**.

4. **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 Service Code for education students: **1KG6RT**
   - ***PLEASE NOTE:** You will receive an email with a link to view your "unofficial" results. When you open this link,
   - **PRINT and SAVE/SCREENSHOT the results because you may not be able to access this page again.**

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

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

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

6. **Act 24 and Act 82 Arrest/Conviction Report** – must be signed each year. Form is available online at http://www.ship.edu/globalassets/coehs/act_24_and_act_82_arrest_and_conviction_report_form.pdf or in the Office of Partnerships, Professional Experiences, and Outreach in Shippen 354.
   a. 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).

# PLAN AHEAD…

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

**Student account:** Your student account must be paid in full or cleared if you do not have a balance. Details are at www.ship.edu/Student_Accounts/Online_Bill_Payment_Information
If this is not taken care of properly, you could possibly complete your student teaching semester and not receive a grade.

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

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

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

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

**Holding a job while student teaching:** Having a job during student teaching is also strongly discouraged, so search for ways to fulfill your financial obligations without being employed. Getting sufficient rest is important for the physical, mental and emotional balance needed to be an effective teacher.

**Transportation & Travel Time:** Student teachers are responsible for arranging their own transportation to and from the assigned school. Allow for travel time to arrive at your school on time. Give yourself sufficient time with inclement weather.

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

Student teaching is more than your final semester at the university. Student teaching is really a 16-week professional job interview. Also remember that school district officials talk with their counterparts in other districts throughout the region so make a great impression. You never know where your educational journey will lead.

# GETTING TO KNOW YOUR STUDENT TEACHING SCHOOL & COMMUNITY

- **Meet with your cooperating teacher:** Contact and arrange to meet with your cooperating teacher (CT) if possible. Build your CT's confidence in you. Express your appreciation for her/his willingness to mentor you. Share your enthusiasm for the challenges of the up-coming experience. Get a head start - request copies of the curriculum and texts. Prepare to "hit the ground running" on your first day. First impressions are important - what do you want your mentor to remember about you the day after your meeting?

- **Community:** Become familiar with the school's community. Even if you think you know the community well already, look for something you hadn't noticed before. Drive around, paying attention to the features - types of industry and businesses, entertainment sites, restaurants, housing, worship centers and medical facilities. Check websites, local newspapers, and other sources of information. Consider the differences in what students know and how they learn because of the diversity within their communities.

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

- **School handbooks:** Become familiar with your school's faculty and student handbooks and discipline plan. This interest demonstrates your personal qualities that characterize professional conduct in clinical settings. Thoroughly investigate the school's web site so you can speak intelligently about the building you are entering.

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

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

# IN YOUR SCHOOL AND CLASSROOM

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

- **Show respect and appreciation:** Show respect and appreciation to everyone for allowing you into their building and classrooms. The way you represent yourself reflects back on Shippensburg University and your classmates' future placements.

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

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

- **Attendance:** Student teaching is a full-time, immersion experience. You are expected to report to your assigned school every day that the school is in session.
    - Student teachers are expected to observe the same rules regarding punctuality which apply to cooperating teachers. The cooperating teacher and University Supervisor will keep a record of lateness. It is the responsibility of the student teacher to report lateness to the University Supervisor.
    - Student teachers are responsible for the full teaching day. The student teacher reports to the assigned school at the same time that the cooperating teacher is required to report and is to remain until the end of the school day following the same schedule as the cooperating teacher.
    - Attend faculty meetings, parent-teacher conferences (with parent permission), professional development workshops and other meetings intended for teachers.
    - Your arrival and departure times are the same as those required for the regular faculty. You might find it advantageous to arrive earlier and stay later.
    - You are allotted no personal days or sick days.
    - Notify your cooperating teacher, University Supervisor and school office when you cannot report to school or perform your assigned duties. If you are scheduled to teach, you must provide lesson plans for the time you need to miss.
    - Absences must be approved by your University Supervisor. Absences are excused for extreme circumstances such as serious illness, a death in the family, or professional conference attendance.
    - Requests for absence due to attending professional conferences must be cleared well in advance. You must arrange coverage for your responsibilities.
    - An accumulation of more than four (4) days of excused absences may necessitate an extension of your assignment.
    - In case of a lengthy absence, contact the Office of Partnerships, Professional Experiences, and Outreach. Anticipate that an extension of your assignment may be necessary.

- Given the expectations for student teaching, unexcused absences reflect inappropriate professional conduct and have serious consequences.
- See section on personal safety under policies and procedures.

- **Attire, appearance and presentation of self:** Professional attire, appearance and communication are expected. Presentation of yourself includes physical appearance, body language, and what you communicate via your choice of user-ids, URLs, voicemail messages and vocabulary. If in doubt about what is appropriate, check with your cooperating teacher and/or building principal, contact your University Supervisor, or contact the OPPEO Office.

- **Transportation:** Student teachers must not transport school students in any vehicle. This stipulation includes field trips and other activities.

- **Family Educational Rights and Privacy Act (FERPA):** Maintaining confidentiality of student records is an important responsibility for teachers. You should have a working knowledge of FERPA, a Federal law that protects the privacy of student education records and gives parents certain rights with respect to their children's records. More information can be accessed at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

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

# POLICIES AND PROCEDURES

## Student Teaching Placements

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

While attempts are made to arrange student teaching placements with the shortest commute for Ship student teachers, placements may be made with a school that is up to an hour commute. Prior to student teaching, candidates will be asked where they will be living so that appropriate commuting distances can be accommodated. However, please note that student teachers who choose to live outside of the typical region of SU's partnering districts should be prepared to drive farther to reach a placement within travel distance of a University Supervisor. (When making student teaching placements, the Office of Partnerships, Professional Experiences, and Outreach must consider multiple aspects and available resources, including supervisor travel time with other responsibilities on campus.)

Undergraduate student teachers may not student teach:

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

Graduate student teachers:

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

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

## Requesting Change of Placement

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

Due to the amount of time that district representatives and Office of Partnerships, Professional Experiences, and Outreach staff spend making each and every placement, the fact that our policies and procedures impact the delicate and critical relationships SU has with partnering districts, and our goal of building resiliency among our future educators, all other requests to change student teaching placements are not handled lightly.

We will absolutely help student teachers to navigate challenging situations, but that usually doesn't mean finding a different placement. Our goal is to give student teachers the tools and support needed to navigate difficult or uncomfortable situations, which is part of building resiliency.

If you are experiencing some kind of conflict, you should first address it with your University Supervisor. If the conflict involves your University Supervisor, you should contact the Director of Office of Partnerships, Professional Experiences, and Outreach. Student teachers experiencing conflict will be guided through a conflict resolution process and/or individualized action plan (IAP) by the University Supervisor, Director of Office of Partnerships, Professional Experiences, and Outreach and/or Associate Dean. See specific information in the section titled *Resolving Conflicts.*

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

## Student Teaching Semester Schedule

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

- The first day of student teaching is the first day of Shippensburg University's semester. Therefore, students are not permitted to start prior to the beginning of the semester due to liability. Please note that this information is also shared with the cooperating teachers.
- Any student in programs requiring two 8-week student teaching placements will conclude their first placement on Wednesday of the 8th week and start in their new placement on the Monday of the 9th week. Exceptions to this can be discussed with University Supervisors and the Director of Office of Partnerships, Professional Experiences, and Outreach.
- See calendar in student teaching packets for additional specific dates and mandatory meetings.

## Resolving Conflicts

**Conflict/Concern with Cooperating teacher**

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

When contacting your University Supervisor about a conflict/concern, specifically explain in writing some or all of the issues you are experiencing with your field placement/cooperating teacher. Be specific without being judgmental of the teacher and keep your comments to specific actions or instances, not feelings. Your University Supervisor can provide you with guidance in working through the concern, facilitate a discussion with you and the cooperating teacher to address the concern, and/or may initiate an individualized action plan (IAP) in order to provide you with additional support and professional development.

If you cannot get your conflict/concern resolved through your University Supervisor, contact the Office of Partnerships, Professional Experiences, and Outreach (fieldexperiences@ship.edu). You will be asked to provide documentation of all previous discussions and attempts to resolve the problem with the cooperating teacher or through the University Supervisor.

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

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

## Strikes and Walkouts

If your cooperating school operations are interrupted by any labor-management disputes - such as strikes, sit-ins, demonstrations, riots, or walkouts, the University will offer you guidance and excuse you from attendance. Please notify your University Supervisor and the Office of Partnerships, Professional Experiences, and Outreach if such emergencies occur or if discussions of such activities begin. ***Under no circumstances should you participate in any way in any labor-management dispute.***

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

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

2. If a strike occurs, you will be excused from your placement, but you will be expected to return to your placement when cooperating teachers return to teaching.

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

## Evaluation Policies

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

The evaluations should represent the assessment of the student teacher's performance by the University Supervisor and cooperating teacher at this juncture. Exemplary or Superior performance should be recognized and reinforced. If however, the student's performance is considered unsatisfactory, this must be communicated clearly and as early in the experience as possible. Unsatisfactory ratings require a written individualized action plan.

When a problem is identified, the evaluator must submit to the Director of Partnerships, Professional Experiences, and Outreach, in written form, documentation or evidence of issues. The evaluator and the Director of Partnerships, Professional Experiences, and Outreach must maintain written records of all meetings and discussions. The Director of Partnerships, Professional Experiences, and Outreach will provide a memo to the Associate Dean to bring to their attention to the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated.

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

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

There are two possible outcomes in Step Two:

- *Outcome 1*: If the student teacher follows the plan and performance improves, the progress will be reported, in written form, to the University Supervisor, cooperating teacher, Director of Student Teaching, the Program Director, and Associate Dean for Teacher Education. The student teacher may continue with the assignment.

- *Outcome* 2: If the student teacher does not improve, additional steps may be issued and decisions will be made dependent on the nature of the problem, including failing or removal from the student teaching placement.

    - *Decision A*: Based on documented evidence, an additional individualized action plan may be created with actions steps, dates for completion, and expected outcomes. The Director of Partnerships, Professional Experiences, and Outreach will construct the IAP and work with the appropriate people, which could include the University Supervisor, student teacher and/or cooperating teacher. The IAP will be reviewed by the Associate Dean. The outcome of the additional individualized action plan will be evaluated by Director of Partnerships, Professional Experiences, and Outreach, University Supervisor, and Associate Dean. The decision will be communicated to the student teacher concerning the assignment.

    - *Decision B*: If the student teacher is permitted to continue Student Teaching at another time and/or location, the University Supervisor, in collaboration with the Director of Partnerships, Professional Experiences, and Outreach, will assign an I (Incomplete) grade and extend the student teaching assignment in the same semester, if possible, or within the next two subsequent academic semesters.

        - The student teacher must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course.

    - *Decision C*: After a review of the documentation, the decision may be to terminate student teaching completely. The Director of Partnerships, Professional Experiences, and Outreach, University Supervisor, and Associate Dean will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the above mentioned parties will meet with the student to explain the reason for the termination and will advise the student teacher of the option to completely withdraw from the current semester. The Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further student teaching placements by Shippensburg University.

## Dismissal from Student Teaching

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

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

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

## Personal Safety

While you are expected to meet program requirements and follow district teacher expectations for attendance, there may be times that you need to make your own decision based on your own comfort level regarding your attendance when personal safety is involved (for example: driving in snow/ice if a school district does not close or attending with heightened security after a threat was made to the school). If this is a concern for you, please contact your University Supervisor and the Director of Office of Partnerships, Professional Experiences, and Outreach immediately.

## Varsity Athletics and Other Campus Activities

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

## Registration in Other Courses

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

## Books, Materials and Supplies

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

# PROFESSIONALISM

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

All student teachers must adhere to the Pennsylvania Department of Education Code of Conduct. Any teacher candidate, whose behavior is considered unprofessional by the cooperating teacher, University Supervisor, or principal, may be removed immediately from the assignment by the Director of Partnerships, Professional Experiences, and Outreach or by school district administrators. Meetings with the student and appropriate parties will be conducted and decisions will be made with regard to the academic future of the student.

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

Some excerpts are included below:

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

b. Professional educators are expected to abide by the following:
(4) . . . exhibit consistent and equitable treatments of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocation interest. This list of bases of discrimination is not all-inclusive.
(5) . . . accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
(6) . . . impart to their students principles of good citizenship and societal responsibility.
(7) . . . exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) . . . be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
(9) . . . keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
(10) . . . exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

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

# PROFESSIONAL DISPOSITIONS

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

Fulfilling the University requirements for this clinical practice as detailed in the Student Teaching Handbook and your University Supervisor's syllabus.

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

# PROFESSIONAL DRESS

Dress appropriately. You are a professional and will be treated as such. Dress in a manner that is consistent with school staff expectations. This is typically referred to as Business Attire/Business Casual. Many school districts have their own dress code for teachers and professional staff; therefore, it is always best to ask at your specific location to be sure that you are not violating their specific dress code policy. Recommendations are:

Ladies:
Dresses (no more than 2 inches above the knee)
Skirts (no more than 2 inches above the knee)
Slacks/Dress pants
Blouses
Closed-toe shoes
Open-toe shoes with heels

Gentlemen:
Slacks or khakis
Shirts (button down or polo)
Sport coats/jackets
Ties (optional) – highly recommended for the secondary setting
Dress shoes/loafers

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

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

# DIGITAL MEDIA SCENARIOS

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

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

# PROFESSIONAL ORGANIZATIONS AND PUBLICATIONS

You are encouraged to join a professional organization and subscribe to a publication in your field of study as a way to keep up-to-date with current research and classroom applications. Professional journals and other publications are often included in membership fees. Some organizations have special membership offers for college students/pre-service teachers. Ship programs are affiliated with the organizations listed below. Check with your cooperating teacher and University faculty for additional suggestions.

| | |
|---|---|
| **Association for Middle Level Education (AMLE)** | www.amle.org |
| **National Business Education Association. (NBEA)** | 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 |

# ASSESSMENT/EVALUATION

| Type of Assessment/Evaluation | Who Completes | Approximate Timeline |
|---|---|---|
| Mid-Point Evaluations | Cooperating teacher<br>University Supervisor | 4 weeks into placement<br>4 weeks into placement |
| Mid-Point PDE 430 | Cooperating teacher<br>University Supervisor | 8 weeks into placement<br>8 weeks into placement |
| Final PDE 430 | Cooperating teacher<br>University Supervisor | Last week of placement at the end of the semester<br>Last week of placement at the end of the semester |
| Diversity Awareness Survey | Student Teacher | During final professional development day |
| Quality Assurance Survey | Student Teacher | During final professional development day |
| Self-Evaluation of Professional Dispositions | Student Teacher | During final professional development day |

***Note: Situations may arise that the above timeline may not be suitable for the school calendar where you are placed.***

# CERTIFICATION

1) The Pennsylvania Department of Education (PDE) uses an on-line application process for teacher certification known as the Teacher Information Management System or TIMS.

2) To be certified, you need to log on to the TIMS system at https://www.mypdeapps.pa.gov/siteminderagent/forms/login.fcc, complete the application process, and pay the required fee electronically. The TIMS system explains all the procedures to follow to meet all the requirements.

3) The TIMS registration process opens on the first day of the month in which you are scheduled to graduate. Please do NOT attempt to begin the process before that date. Make sure you list Ship as your **only** attending institution, even if you have attended other institutions. Student teaching does NOT count as teaching experience so do not list it on your application**.**

4) After all requirements and obligations at Shippensburg University have been met - including program completion, appropriate GPA, and degree conferral - the Associate Dean/Director of Office of Partnerships, Professional Experiences, and Outreach will verify through the TIMS web site that you have met all PDE requirements and will recommend that your application be processed by PDE.

5) Following a satisfactory PDE review of your application, your certificate will be issued. You are responsible to print off your own copy(s) of your teaching certificate as necessary. No hard copy will be mailed to you.

*Shippensburg University staff and the Pennsylvania Department of Education (PDE) will process your application as quickly as possible.* ***You can expedite the process by completing the application form accurately and completely.***

## CAUTIONS….

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

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

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

**PRAXIS/PECT test scores**: Will be verified by PDE on the TIMS system. If you have taken PRAXIS tests in another state, be sure that your scores have been forwarded to Pennsylvania Department of Education and SU. Test scores are not always received at the University or PDE at the same time they are received by the applicant. If you receive an e-mail from PDE indicating that specific test scores have not been received, be sure to supply the missing test scores after you have received them. Any questions regarding certification and testing should be addressed to Mr. Brad Nailor, Assessment and Accreditation Coordinator at bmnailor@ship.edu or 717-477-1355.

# SUGGESTED TIMELINES

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

## Two 8-week Experiences

**Weeks 1 - 2** Get to know schedules, routines, names, and curricula. Observe (with a focus) your cooperating teacher and other building teachers. Assist with activities as the cooperating teacher (CT) leads. With CT's guidance, become part of the educational classroom on Day 2. Take responsibility early. With CT's guidance, plan to teach several lessons by the beginning of Week 2 (at the latest). In discussion with and approval of CT and University Supervisor (US), choose a unit that you will develop and teach during weeks 5-7 and decide how your Impact on Student Learning assignment will be implemented. Review PA Standards. Take the initiative with your CT in planning a schedule with what classes you will lead instruction. Make this plan early.

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

**Weeks 5 - 6** Take the lead in planning, teaching and assessing. The specifics—what, when, how and how much—should be a collaborative decision between you, your CT and US. Implement your unit plan.

**Weeks 7 - 8** *First experience*: CT gradually resumes the lead role as you complete assignments and assessments and prepare yourself for the next eight-week assignment.
*Second experience*: Complete University assignments and assessments; apply in TIMS for your teaching certificate; prepare resume; begin job search; prepare and submit applications.

## One 16- Week Experience

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

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

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

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

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

# REMEMBER…

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

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

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

# Appendices

# Student Teachers

# Checklist for Student Teachers

**Time Teachers Enter and Leave**

_____ AM
_____ PM

**Cooperating teacher's Supervisory Duties**

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

**Homeroom Procedures**

_____ Attendance
_____ Daily announcements
_____ Opening exercises

**Scheduling Considerations**

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

**Classroom Forms and Records**

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

**Student Information**

_____ Names
_____ Ability levels
_____ Methods for grouping and flexibility of the groups
_____ Special seating arrangements
_____ Special health and physical needs of students (Consult District Confidentiality Policy)
_____ Appropriate home and family information (Consult District Confidentiality Policy)
_____ Procedures for involving school counselors, social workers, and/or parents in helping students
_____ Any special physical needs of students (allergies, etc.)
_____ Any accommodations & modifications of students

**Classroom, Laboratory Procedures & Facilities**

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

**General Supplies**

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

**Curriculum, Instruction, and Materials**

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

**Library/Media Center**

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

**Other Equipment/Technology**

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

**Keep the University Supervisor Informed**

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

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

| Week # | ***** **Submit to University Supervisor** |
|---|---|

# STUDENT TEACHER
# WEEKLY REPORT FORM

DATES: _____ _____
Monday - Friday Student Teacher

_____ _____
Student Teacher's Phone Student Teacher's E-Mail

_____ _____
Cooperating teacher Cooperating teacher's E-Mail

_____ _____
School School's Phone

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

| Room # | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
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Involvement in special events or activities for the coming week:

Most successful experience(s) this past week:

Area(s) you improved in this past week:

Area(s) you feel could be improved

SHIPPENSBURG UNIVERSITY
OFFICE OF PARTNERSHIPS, PROFESSIONAL EXPERIENCES, AND OUTREACH AND PARTNERSHIPS

**STUDENT TEACHER**
**WEEKLY REFLECTION**

Name _____ Friday's Date _____ ***** **Submit to University Supervisor**

- ***My <u>most successful</u> teaching experience this week was:***

  What contributed to my success?

- ***My <u>least successful</u> teaching experience this week was***:

  What contributed to my lack of success?

  What could I do differently to improve this teaching experience?

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

# ADVICE FROM SOME SEASONED TEACHERS

Source: Dr. K. P. McFarland's Cooperating teachers

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

1. Take your vitamins and try to get eight hours of sleep each night. Get a supply of hand sanitizer and use often!

2. You will never work so hard. Doing this job requires more time than you imagine —to reflect, to plan, to grade, to trouble-shoot and to learn to juggle five pins. If you're not willing to put in the time, find another profession. (Paraphrase from Stover and Fegan)

3. You need to make several mistakes every day. How else are you going to learn?

4. Be prompt and prepared for each day. Make sure you arrive 30 minutes before the first bell and leave only when all is well prepared for the next day. Remember Murphy's Law—Copy machines break down when you need them most - at the last minute!

5. Organization and well-prepared lessons cut down on most problems that you encounter—including discipline.

6. Preparation, preparation, preparation will be needed for the novice teacher. (In the beginning, you may want to practice your lessons in front of the bathroom mirror. No kidding!)

7. Create detailed lesson plans - including the questions you will ask. The extra effort will really show. Also, collect materials from everywhere and make curricular decisions based on mountains of relevant materials.

8. Do not teach using a lecture style as you received too often. Today's students have different needs. Break down each lesson into mini-lessons and change activities every 10-15 minutes. You need ACTIVE lessons that snap along. One way to do this is to address as many learning styles as you can in your lessons to reach a wider audience.

9. Make notes on the back of your lesson plans after each period while in the classroom. This will help you remember ideas, routines, techniques and student needs.

10. Try not to sweat the small stuff in class. Ignore trivial comments from students if such comments do not get in the way of the learning environment.

11. Be firm, particularly during your first two weeks in the classroom. You need to be a strong enforcer of discipline from the very first day. Remember, students need consistency when you administer discipline. (This may be one of the biggest challenges during the student teaching semester.) Ask your cooperating teacher whether you can (1) design your own classroom management policy or (2) need to adhere to the policy that already exists.

12. Always consult with the cooperating teacher on any actions to be taken for severe discipline problems as well as general classroom problems. They shoulder the responsibility of the classroom; therefore, they are held responsible for any mishap.

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 have your best foot forward at all times. Be careful to listen more than speak in the faculty workroom. All comments need to be professional, i.e., devoid of discussions about students, school gossip, and complaints. Furthermore, faculty members and staff should be addressed using professional names. Practice confidentiality by not discussing or using students' names in the cafeteria, classroom or hallways.

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 be professional at all times, including email exchanges, extracurricular activities, and encounters in the community. Be friendly—but not a friend.

# SAMPLE RESUME

**JOHN DOE**
**Contact Address**
**Phone**
**E-Mail**

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

**EDUCATION**

*B.S. Degree*, Your State University, May 2012
G.P.A. 3.6/4.0
Major: English Education
Minor: Spanish

*A.A. Degree*, Great Land Community College, May 2010
Major: Pre-education

**PRE-SERVICE TEACHING EXPERIENCES**

*Great High School*, Great City, PA, Spring 2012
Student Teaching: 10th grade English. Four English classes; one journalism class; one drama class. Eleven weeks as co-teacher; Five weeks as lead teacher. Co-directed all-school musical. Co-advised school newspaper.

*Wonderful Middle School*, Wonderful City, PA, Fall 2011
Senior practicum experience: 8th grade language arts team. Taught language arts three hours per week for 12 weeks. Assisted with Spanish Club.

*All-American School*, Americus, PA, Spring 2011
Junior practicum experience (40 hours): 7th grade team.
Tutored ESL students in language arts and reading.

**RELATED EXPERIENCES**

*Hometown Summer Camp*. Summers 2009 and 2010
Developed and taught crafts for 10-year-olds; provided parent orientation on Opening Days; assisted director with parent volunteer schedule
*"America Reads" Volunteer Tutor*. 2010-2011
*Local School for Veterans' Children tutor*. 2009

**MEMBERSHIP/AWARDS**

National Council of Teachers of English Student Member, 2010-2011
Kappa Delta Pi Member, 2010-2012
Alpha Theta Rho President's Scholarship Recipient, 2012
Great Land Community College "Volunteer of the Semester Award," Fall 2009

**REFERENCES**

Ms. Grae T. Books, America Reads Coordinator
400 Walden Hall
Your State University
Great State, XA 00000
123-456-6895

Dr. E. N. Glish, University Supervisor
212 Shakespeare Hall
Your State University
Great State, XA 00000
123-456-7890

Dr. K. O. Leader, High School Principal
Great High School
Great City, XA 00000
123-567-9101

Mr. J. R. Nalist, Cooperating teacher
Great High School
Great City, XA 00000
123-567-8910

## Check here for more about resumes . . .

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

# INTERVIEW TIPS

## PRIOR TO THE INTERVIEW

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

## DURING THE INTERVIEW

- Be at least 15-20 minutes early for the appointment
- Be courteous to everyone you meet.
- Be professional, tactful and honest.
- Remain calm and confident in your competencies and experiences.
- Be yourself. Relax and enjoy!
- Think positively--even when you don't know “the answer.”

- Thank the interviewer for the opportunity to meet.
- Your warm smile and firm handshake will be appreciated by all!

## Following the interview

- Send a thank-you note to all members of the interview team. Snail mail is more impressive than e-mail but e-mail is acceptable.
- Reflect upon the interview—the positive aspects, and negative, if any; what you will do to prepare for another interview; how you feel about working there.
- Keep sending out letters of inquiry and resumes.
- Keep in contact with your University Supervisor, cooperating teacher, and other school district personnel.
- Be willing to volunteer your services to a district.
- Continue to remain positive and persistent.
- Be flexible and open to new possibilities and opportunities.
- Never say "never."

# Check here for more about interviews . . .

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

**SHIPPENSBURG UNIVERSITY, COLLEGE OF EDUCATION AND HUMAN SERVICES**
**COOPERATING TEACHER FORM: EVALUATION OF STUDENT TEACHER**

| | | |
|---|---|---|
| **Student Teacher Name** | **Assigned School** | **Cooperating teacher** |

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

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

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

| CATEGORY I: PLANNING AND PREPARATION | 0 | 1 | 2 | 3 |
|---|---|---|---|---|
| A. **Demonstrating Knowledge of Content and Pedagogy** (knowledge of content, of relevant connections, of content-related pedagogy) | | | | |
| B. **Demonstrating Knowledge of Students** (characteristics of age group, students' varied approaches to learning, skills and knowledge, interest and cultural heritage; knowledge of educational psychological principles of development) | | | | |
| C. **Setting Instructional Outcomes** (value, sequence, and alignment; clarity; balance; suitability for diverse learners) | | | | |
| D. **Demonstrating Knowledge of Resources** (from various sources–school, district, community; technology resources) | | | | |
| E. **Designing Coherent Instruction** (learning activities, instructional materials and resources, grouping, lesson and unit structure; adaptation to student needs; incorporation of technology) | | | | |
| F. **Designing Student Learning** (consistence with instructional goals, criteria and standards, variety of methods, use for planning) | | | | |

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

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

| CATEGORY II: THE CLASSROOM ENVIRONMENT | 0 | 1 | 2 | 3 |
|---|---|---|---|---|
| A. **Creating an Environment of Respect and Rapport** (interaction with students, promoting student interaction; equitable learning opportunities for students) | | | | |
| B. **Establishing a Culture for Learning** (importance of the content, student pride in work, high expectations for learning and achievement; active student participation) | | | | |
| C. **Managing Classroom Procedures** (instructional groups, transitions, routines, materials and supplies, non-instructional duties; little or no loss in instructional time for classroom routines) | | | | |
| D. **Managing Student Behavior** (communicating expectations, monitoring of student behavior, responding appropriately to student misbehavior with a hierarchy of approaches) | | | | |
| E. **Organizing Physical Space** (safety and arrangement of furniture, accessibility to learning and use of resources) | | | | |

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

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

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

_____ _____

Cooperating teacher Signature Date

_____

Student Teacher Signature

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.

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

| | | |
|---|---|---|
| **Teacher Candidate Name** | **School** | **Cooperating Teacher Name** |

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

**OBSERVED ACTIVITIES / TIMELINE**

**PROGRESS OBSERVED** (0=Unsatisfactory; 1=Satisfactory; 2=Superior; 3=Exemplary; Leave blank if not observed)

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

| AREAS OF MASTERY | AREAS FOR IMPROVEMENT AND GROWTH |
| --- | --- |
| | |
| OVERALL COMMENTS / SUGGESTIONS / RECOMMENDATIONS | |

_____ _____

University Supervisor Signature Date

_____ _____

Student Teacher Signature Date

SHIPPENSBURG UNIVERSITY
College of Education and Human Services

# Shippensburg University's Evaluation Sheet for the PDE 430 Form
## *Electronic Version*

☐ Mid
☐ Final

Student/Candidate's Last Name _____ First Name _____ Middle Name _____ SU Student ID Number _____

Year: _____ Term: Select ▾ Major: Select ▾ *If Dual Major List Both: _____

Subject(s) Taught: _____ Grade Level: _____ Interview/Conference Date: ___/___/___

District/IU: _____ School: _____

| Category I: Planning & Preparation | Rating: ☐ 3 Exemplary | ☐ 2 Superior | ☐ 1 Satisfactory | ☐ 0 Unsatisfactory |
|---|---|---|---|---|

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 Documents |
| ☐ Resources/Materials/Technology | ☐ Student Teacher Interviews | ☐ Other: |
| ☐ Assessment Materials | ☐ Classroom Observations | |

| Category II: Classroom Environment | Rating: ☐ 3 Exemplary | ☐ 2 Superior | ☐ 1 Satisfactory | ☐ 0 Unsatisfactory |
|---|---|---|---|---|

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/Space |
| ☐ Informal Observations/Visits | ☐ Visual Technology | ☐ Other: |

| Category III: Instructional Delivery | Rating: ☐ 3 Exemplary | ☐ 2 Superior | ☐ 1 Satisfactory | ☐ 0 Unsatisfactory |
|---|---|---|---|---|

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 | ☐ Student Work | |

| Category IV: Professionalism | Rating: ☐ 3 Exemplary | ☐ 2 Superior | ☐ 1 Satisfactory | ☐ 0 Unsatisfactory |
|---|---|---|---|---|

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**

| Category | Exemplary (Min. of 12 pts.) | Superior (Min. of 8 pts.) | Satisfactory (Min. of 4 pts.) | Unsatisfactory (0 pts.) |
|---|---|---|---|---|
| Rating (Indicate √) | ☐ | ☐ | ☐ | ☐ |

**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.**

**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 and made part of the evaluation which is summarized above.

**Required Signatures**

Signature Supervisor: _____ Print Name: _____ Date: ___/___/___

Signature Student Teacher Candidate: _____ Print Name: _____ Date: ___/___/___

***The signed original document goes to the Office of Partnerships, Professional Experiences, and Outreach Office. It is the University Supervisor's responsibility to make copies for themselves and the Student.***

2165

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

# Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name First Middle

Subject(s) Taught Grade Level

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

**PERFORMANCE EVALUATION**

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

**Category I: Planning and Preparation – Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.**
**Alignment**: **354.33. (1)*(i)*(A), (B), (C), (G), (H)**

Student Teacher's performance appropriately demonstrates:

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

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

- ❑ Lesson/Unit Plans _____
- ❑ Resources/Materials/Technology _____
- ❑ Assessment Materials _____
- ❑ Information About Students _____
- ❑ Student Teacher Interviews _____
- ❑ Classroom Observations _____
- ❑ Resource Documents _____
- ❑ Other _____

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

**Justification for Evaluation**

PDE-430

Student's Last Name First Middle

**Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.**
**Alignment: 354.33. (1)*(i)*(E), (B)**

Student Teacher's performance appropriately demonstrates:

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

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

- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Student Teacher Interviews _____
- ❑ Visual Technology _____
- ❑ Resources/Materials/Technology/Space _____
- ❑ Other _____

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

**Justification for Evaluation**

PDE-430

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

_____

Student's Last Name First Middle

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

Student Teacher's performance appropriately demonstrates:

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

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

- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Assessment Materials _____
- ❑ Student Teacher Interviews _____
- ❑ Student Assignment Sheets _____
- ❑ Student Work _____
- ❑ Instructional Resources/Materials/Technology _____
- ❑ Other _____

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

**Justification for Evaluation**

PDE-430

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

_____

Student's Last Name First Middle

**Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.**
**Alignment: 354.33. (1)*(i)*(I),(J)**

Student Teacher's performance appropriately demonstrates:

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

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

- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Assessment Materials _____
- ❑ Student Teacher Interviews _____
- ❑ Written Documentation _____
- ❑ Student Assignment Sheets _____
- ❑ Student Work _____
- ❑ Instructional Resources/Materials/Technology _____
- ❑ Other _____

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

**Justification for Evaluation**

PDE-430

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

_____

Student's Last Name First Middle

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

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

**Justification for Overall Rating:**

_____

Student's Last Name First Middle Social Security Number

_____

District/IU School Interview/Conference Date

School Year: _____ Term: _____

**Required Signatures**:

**Supervisor/Evaluator**: _____ Date: _____

**Student Teacher Candidate**: _____ Date: _____

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**** * Confidential Document * ****

PDE-430

# Tips for Successful Teaching in the Virtual World

**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.

**Lighting**: Make sure the lighting is appropriate. Overhead lighting can make things a little dark. Too bright can wash you out which makes you appear out of focus. Experiment with the lighting.

**Office Space**: You need to set-up an instructional space that is professional regardless of where it is located 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.

**Background**: Make sure the space is neat and clean in your background. If possible, with your computer capabilities, insert a virtual background. Either way, the background should be professional. Don't forget to change your name in the virtual platform to Miss or Mr. "Last Name."

**Personal Appearance:** Dress professionally during all aspects of your student teaching including teaching, faculty meetings, parent/teacher conferences, etc. This includes the virtual environment. Your image represents you. Hair should be clean and groomed.

**Office Space & Teaching Tips**: Some experienced virtual teachers and fall student teachers have recommended some of the following for your office space:

- Camera – this is a necessity if your laptop doesn't have a camera. You may need to purchase a webcam.
- Whiteboard – an inexpensive whiteboard can be picked up at Wal-Mart, Target, etc.
- Doc Camera – this is a great addition but may not fit into your budget.
- Cell Phone – keep your phone in a different room. It can be way 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 doesn't work or there is unavoidable background noise.
- Pets – keep your pets in another room because they can be distracting to students.
- Camera On – you are a teacher now; therefore, your camera needs to be on at all times.
- 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.
- Books/Other Materials – you will need to have instructional materials at home including copies of textbooks, reading materials, children's books (as applicable), etc.

# 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.

Student teachers will follow the work expectations of their cooperating teachers, which may include face to face instruction, virtual instruction, or a hybrid model. The student teacher will transition to the various learning modalities of the school district as determined by each individual school district and building. With that in mind, the following have been outlined:

- ***District instructional method***. If the district where you are placed is holding face to face classes, you will be expected to participate in face-to-face teaching with the cooperating teacher.
- ***Shift of instructional method***. If the district or building where you are placed shifts to online, you will follow the method of teaching of your assigned cooperating teacher.

***Safety Guidelines***

- Maintain six feet of social distancing from all students, staff, and faculty in the schools.
- Wear a face mask at all times when on school site if required by the district.
- 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 during lunch.
- Maintain a professional attitude about safety protocols.
- Be mindful of where you go outside of school hours. Don't expose yourself to safety risks which could compromise your student teaching.

The student teacher will be required to demonstrate performance in teaching through a variety of learning modalities. Candidates may be required to provide videos of their teaching and may be assigned to engage with technologies such as Zoom and/or GoReact.

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 of the situation immediately.
- Follow the protocols of the district. Each district is different; therefore, know the protocols and policies of the district.
- Contact you Cooperating Teacher to notify of the situation immediately.
- Contact your University Supervisor to notify of the situation immediately.

If you have come in contact with someone who is ill and has tested positive for COVID-19:

- Schedule a test through a health provider of your choice (note: Etter Health is an option).
- Contact the OPPEO Office to notify of the situation immediately.
- Follow the protocols of the district. Each district is different; therefore, know the protocols and policies of the district.
- Contact you Cooperating Teacher to notify of the situation immediately.
- Contact your University Supervisor to notify of the situation immediately.
- ***Note: in some instances, exposure may have occurred in the classroom; therefore, you will need to ensure that you follow the exact procedures of the district.***

In order to complete the program and certification requirements, every student teacher must meet the academic standards outlined by the program. Please understand that if days are missed during student teaching that 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 of the 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.

SHIPPENSBURG UNIVERSITY'S SAFETY PROTOCOL GUIDANCE FOR UNDERGRADUATE OFF CAMPUS EXPERIENTIAL LEARNING EXPERIENCES

REQUIRING FACE-TO-FACE CONTACT

Shippensburg University remains committed to our teaching and service mission during the COVID crisis. An integral part of the University's academic mission is providing experiential learning through off campus internships, field placements, practicum experiences, research projects, and student attendance at academic conferences that may require face-to-face contact. As the Pennsylvania counties in our region move from Governor Wolf's yellow to green phase, Shippensburg University issues the following guidance to ensure the health and safety of our students and the community to prevent the spread of COVID-19 during their off-campus academic activities.

At no time will Shippensburg University force a student to participate in an off-campus experiential learning exercise. Students should be aware, however, that the Pennsylvania Department of Education degree requirements for specific programs, i.e., teacher education, may dictate certain off-campus activities for licensure and certification for which there may not be a suitable alternative educational experience. Students should consult with their academic advisor to plan an appropriate course of action.

The following definitions apply:

**Intern**: You are a Shippensburg student who is voluntarily gaining practical experience in the field for academic credit.

**Paid Intern**: You are a Shippensburg student who is gaining practical experience in the field for academic credit and the internship site also pays you for your on-site work.

**Employee**: You work for an agency, non-profit organization, or for-profit corporation that withholds state and federal taxes from your paycheck.

**Employer**: An agency, non-profit organization, or for-profit corporation that pays you for work performed and withholds state and federal taxes from your paycheck.

When involved in a University-related experiential experience, Shippensburg University students must:

- Monitor your health and know the symptoms of COVID, fever, cough, shortness of breath, or other symptoms
- If you or someone with whom you have contact is sick, stay home
- Cover your mouth and nose with a cloth face cover or medical mask when around others
- Wash your hands often with soap and water, or use hand sanitizer
- If you have not washed your hands, avoid touching your eyes, nose and mouth
- If possible, remain at least two arms' length away from others (six feet) even when moving past them

At all times, Shippensburg University students must rely on their common sense and good judgment to protect themselves and others with whom they come into personal contact. Any questions should be directed to the Office of Partnerships, Professional Experiences, and Outreach at 717-477-1123 (ext. 3045) or caclaar@ship.edu.

**Frequently Asked Questions**

Q. Who is responsible for providing personal protective equipment (PPE)?

**If the experiential site provides PPE**
A. The student may use the provided PPE for personal use.
**If the experiential site does not provide PPE**
A. Shippensburg University will provide the required PPE in coordination with student needs.

Q. What if I show up at my experiential experience site and no one is wearing face masks or following social distancing guidelines? (as applicable)

A. If you are at the site only because of your role as a Shippensburg University student, you must follow Shippensburg University's safety protocol guidance to help prevent the spread of COVID-19.

Q. What if I show up at my experiential learning site and no one is wearing face masks or following social distancing guidelines; may I withdraw from the experience? (as applicable)

A. Yes, you may withdraw if the experiential learning site is not following state COVID-19 prevention guidelines. Because withdrawing from **internships** (paid or unpaid) may cause a disruption in obtaining academic credits, before arriving on site students should make every effort to coordinate with the Career, Mentoring and Professional Development Center at (717) 477-1484; the Center can contact the prospective internship site to ensure the site is following the minimum, state required COVID-19 prevention guidelines.

Q. What if I am an employee at my experiential learning site, do I follow the COVID-19 prevention guidance of my employer or Shippensburg University?

A. Your primary role as an employee supersedes your role as a Shippensburg University student and you must follow your employer's COVID-19 prevention protocols.

**College of Education and Human Services**
**COVID-19 Information for Student Teachers and University Supervisors**
**Developed from notes taken by Dr. Tom Crochunis and Graduate Student Angelique Jennings at the TEC November 17, 2020 meeting**

1. What is the best way to communicate with school staff about district policies not being followed…either when a supervisor is present or as reported by a student teacher?
   - Student Teachers and University Supervisors can submit their concerns to the CEHS Dean's Office with Candace Claar at caclaar@ship.edu or 717-477-1123 (ext. 3045). The Dean's Office will follow up with the school district regarding the concerns and will report any answers back as soon as they are available.

2. Is it appropriate for a supervisor or student teacher to request accommodations to their activities in the school based on their own health status or family situation?
   - The request can be submitted to the CEHS Dean's Office. Please know that accommodations are subject to School Districts' teaching modalities. The Dean's Office will look into other possibilities. Student teachers who are in this situation may have to postpone student teaching since there may not be other alternative ways to student teach in the semester.

3. How will supervisors be apprised of district policies? How will student teachers?
   - Since each School District may be following a different set of policies (and timelines), it is best for Student Teachers and Supervisors to visit the School District's website to access the policies. The School District's website also has frequent updates. Thus, it is a good idea to check the website for updates regularly.

4. Should a student teacher or supervisor become ill, have contact with someone who tests positive, or need to be quarantined for some reason, how should this be handled?
   - Student teachers must adhere to School District policy. They also must inform the Dean's Office about the situation. If the student teacher lives on campus, he/she must notify the director of Campus Housing and Residence Life (housing@ship.edu or 717-477 1701).

# Important Telephone Numbers

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|---|---|
| Director of Partnerships, Professional Experiences, and Outreach (Candace Claar) | 717-477-1487<br>caclaar@ship.edu |
| Assessment & Accreditation Office (Brad Nailor) | 717-477-1355<br>bmnailor@ship.edu |
| University Career, Mentoring, and Professional Development Center<br>--resumes, cover letters<br>--interview preparation<br>--professional dress closet | 717-477-1484<br>career@ship.edu |
| University Supervisor #1 | |
| University Supervisor #2 (if applicable) | |
| Cooperating Teacher #1 | |
| Cooperating Teacher #2 (if applicable) | |
| School Office #1 | |
| School Office #2 (if applicable) | |

**Note: ALWAYS check with your Cooperating Teacher and University Supervisor regarding proper procedure and whether they wish for you to call them on their personal cell phone.**