Helping All Students Learn

Planning Assessing Reflecting

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

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

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

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

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

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

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

Office of Field Experiences and Partnerships
College of Education and Human Services
Shippen Hall 354
717-477-1487
http://www.ship.edu/COEHS/Field_Services/Office_of_Field_Services/

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

NCATE Accredited Teacher Education Unit
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PLAN AHEAD

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

- **Criminal History Check/Act 34** - You must submit a form that is valid through the last day of student teaching. [https://epatch.state.pa.us](https://epatch.state.pa.us)

- **Child Abuse History Clearance/Act 151** - You must submit a form that is valid through the last day of student teaching. [http://www.dpw.state.pa.us](http://www.dpw.state.pa.us)

- **FBI Federal Criminal History Record** - The one used for field experiences is generally valid as long as you did not “drop out” of Shippensburg for any semester. [www.pa.cogentid.com](http://www.pa.cogentid.com)

- **Arrest/Conviction Report/Act 24** – You must sign a new form each year. The forms are available in SPH 354 or on-line at the Field Experiences web site.

- **Tuberculin Test** - State law makes it mandatory that all student teachers undergo a Mantoux tuberculosis test and be adjudged free of this disease before beginning student teaching. Testing may be done by any medical professional. However, Etter Health Center offers the test free of charge on designated dates monthly.

  If a student undergoes TB testing at Etter Health Clinic on days and times other than those designated on the Field Experiences web site, there will be a $15 fee applied.

- **Professional Liability Insurance** - Proof of professional liability coverage with minimum benefit of $1,000,000 is required. Professional liability insurance is available through private and corporate policies and professional organizations. Student membership in either of the following organizations includes the required professional liability insurance. Memberships are optional but the liability insurance is mandatory.

  Keystone Teachers Association - [www.KEYTA.org](http://www.KEYTA.org)
  Pennsylvania State Education Association - [www.psea.org](http://www.psea.org)

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PRIOR TO STUDENT TEACHING. Your student account must be paid in full or cleared if you do not owe anything. Details are at www.ship.edu/Student_Accounts/Online_Bill_Payment_Information
You could possibly complete your student teaching semester and not receive a grade if this is not taken care of properly.

PRIOR TO STUDENT TEACHING. 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.

PRIOR TO 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!

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

PRIOR TO 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.

PRIOR TO STUDENT TEACHING. Be aware that presentation of yourself as a professional educator includes what you communicate about yourself via email, web and phone. “Stinkeypoo” might be considered a funny, harmless userid 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 the 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.

PRIOR TO STUDENT TEACHING. Make certain that your TK-20 account is active. Certain critical requirements must be submitted via TK-20. Check with your cooperating teacher early in student teaching to make sure he/she has TK-20 access also. If not, ask your co-op to contact Dr. Steffy.
PRIOR TO STUDENT TEACHING. Contact and arrange to meet with your cooperating teacher (CT) if possible, especially if you are in a new placement. 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?

PRIOR TO STUDENT TEACHING. 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.

PRIOR TO STUDENT TEACHING. Become familiar with the school’s instructional programs—in the interest of your 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.

PRIOR TO STUDENT TEACHING. Become familiar with your school’s faculty and student handbooks and discipline plan—in the interest of your demonstrating qualities that characterize professional conduct in clinical settings. Thoroughly investigate the school’s web site so you can speak intelligently about the building you are entering.

PRIOR TO STUDENT TEACHING. Become familiar with your school’s policies about cell phone and internet, including Facebook, use by faculty and students. This includes email and cell phone communication between parents and students, teachers and students, teachers and parents during and after school hours. See some additional suggestions on p. 12.

PRIOR TO STUDENT TEACHING. 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 overtures—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.

PRIOR TO STUDENT TEACHING. Student teaching is more than your final semester at the university. Student teaching, especially in today’s school climate of budgets cuts and lay-offs, is really a 16-week professional job interview. Remember also that school district officials talk with their counterparts in other districts throughout the region.
ASAP & VERY IMPORTANT  Meet with your Cooperating Teacher and University Supervisor to determine the scope and sequence of your responsibilities. Of necessity, this varies with the context and the time. Cooperating teachers, themselves, require more time to establish expectations and procedures in the fall. Spring semester beginnings may coincide with the ending of marking periods. Sometimes, school board policy dictates the roles of cooperating and student teachers. Make certain that you, your Cooperating Teacher and your University Supervisor are on the same page about this!

ASAP  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.

ASAP  Be proactive. Introduce yourself to the teachers, principal, secretaries, librarian, nurse, counselor, custodian, and cafeteria staff. All are rooting for you!

ASAP  Know your way around the building(s)--fire exits, offices, cafeteria, auditorium, library, computer labs, rest rooms, stairways, and the like.

AFTER STUDENT TEACHING  Application for the Pennsylvania Instructional Level I Certificate is now done on-line through TIMS - Teacher Information Management System at http://www.pa-tims.com  Application filing begins on the first day of the month you are scheduled to graduate from Ship. Please follow all directions very carefully, including payment options. 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.

REMEMBER
Student teaching is an immersion experience—an all-day, everyday, 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.
POLICIES AND PROCEDURES

Attendance   Student teaching is a fulltime, immersion experience. You are expected to report to your assigned school every day that the school is in session.
   • Attend faculty meetings, parent-teacher conferences (with parent permission), professional development workshops and other meetings intended for teachers.
   • Your arrival and departure times are the same as those required for the regular faculty. You might find it advantageous to arrive earlier and stay later.
   • You are allotted no personal days or sick days.
   • Notify your cooperating teacher, university supervisor and school office when you cannot report to school or perform your assigned duties. If you are scheduled to teach, you must provide plans for the time you need to miss.
   • Absences are excused only for serious illness, a death in the family and professional conference attendance.
   • Requests for absence due to attending professional conferences must be cleared well in advance. You must arrange coverage for your responsibilities.
   • An accumulation of more than four (4) days of excused absences may necessitate an extension of your assignment.
   • In case of a lengthy absence, contact the Office of Field Experiences and Partnerships. Anticipate that an extension of your assignment may be necessary.
   • Given the expectations for student teaching, unexcused absences reflect inappropriate professional conduct and have serious consequences.

Attire, Appearance and Presentation of Self   Professional attire, appearance and communication are expected. Presentation of yourself includes what you communicate via your choice of user-ids, URLs, voicemail messages and vocabulary. If in doubt about what is appropriate, check with your cooperating teacher and/or building principal or contact your university supervisor.

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.

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. http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
Harassment and Threats  You should report immediately any perceived forms of threat or harassment. The source of the perceived threat will determine to whom you should report first: your Cooperating Teacher, Building Principal, University Supervisor and/or Director of Field Experiences and Partnerships. Familiarize yourself with your school district’s policies regarding harassment.

Professional Organizations and Publications  You are encouraged to join a professional organization and subscribe to a publication in your field of study as ways 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 Reading Association (IRA)  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 Association of Arts Educators (PAEA)  www.paea.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
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.

Resolving Conflicts
Concerns about 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. Please explain in writing specifically some or all of the issues you are experiencing in your field placement. Be specific without being judgmental of the teacher and keep your comments to specific actions or instances, not feelings. If you cannot get it resolved, contact Dr. Steffy (hlsteffy@ship.edu).

University Supervisor Conflict
If you have problems with your university supervisor, follow these steps:

Conflict Resolution Process
1. If there is a concern with your supervisor, you must talk with the supervisor before contacting anyone else.
2. If talking does not resolve the issue, put your concerns in writing and send them to Dr. Steffy (hlsteffy@ship.edu). You may also call him at 717-477-1487.
3. If Dr. Steffy cannot resolve your issue, contact the Associate Dean, Dr. Cyr at ncyr@ship.edu
4. If Dr. Cyr cannot resolve the issue, contact the Dean, Dr. Johnson, 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, and walkouts, the University will excuse you from attendance. If your school does not resume within a reasonable amount of time, you will be reassigned to another district. You should notify your University Supervisor and the Office of Field Experiences and Partnerships if such emergencies occur or if discussions of such activities begin. **Under no circumstances should you participate in any way in any labor-management dispute.**

Varsity Athletics and Other Campus Activities  
You are expected to devote the greater part of your time and energy to your teaching responsibilities. Consequently, your participation in University activities is strongly discouraged if participation requires early dismissal from school. Special requests should be cleared with the following three individuals: your Cooperating Teacher, your University Supervisor and the Director of Field Experiences and Partnerships.
**Digital Media Scenarios**  Since district policies vary, the following scenarios and suggestions are included here to help you avoid potential problems.

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

4) After all requirements and obligations at Shippensburg University have been met - including program completion, appropriate GPA, and degree conferral - the Dean’s office 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.

Personnel from Shippensburg University 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 institution(s) has/have been received at SU.

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

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

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

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:

http://www.portal.state.pa.us/portal/server.pt/community/guidelines%2C_policies%2C_complaint_forms%2C_reports_and_related_documents_/8850

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.
DISPOSITIONS

Dispositions are made visible by behaviors! Make your professional dispositions visible by:

- 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 many, varied ways that you need assistance.
ASSESSMENT DAY  
A PROFESSIONAL DEVELOPMENT ACTIVITY

Assessment Day is a day set aside for pre-service teachers to demonstrate that they can have a positive impact on student learning in the classroom. It is a professional development experience—an opportunity for you to demonstrate an important piece of your work to others. The different degree programs handle Assessment Day differently so make sure you follow the specific directions from your university supervisor and/or your department.

Early Childhood (PK-4)

The mandatory impact on student learning project is handled through the assessment class that all PK-4 candidates take so early childhood candidates no longer participate in the traditional assessment day activities. Early childhood candidates are expected to be in their assigned student teaching classroom on both Assessment Day and on the schedule Professional Development Day that follows it on the student teaching calendar.

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

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

Even though the different programs handle this assignment and the corresponding Assessment Day activities differently, the rubric for assessing the projects is the same and it is on the next page.

The Professional Development Day on the student teaching calendar is designed specifically for those who have two 8-week placements as a day to “catch your breath” after finishing up one assignment and a chance to begin preparing for the next. Middle, secondary, and K-12 student teachers who do not have 2 placements are also excused from student teaching that day.

August 2015

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## Impact on Student Learning Rubric

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Instructional Plan’s Learning Goals</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
</tr>
<tr>
<td><strong>Interpretation of Data</strong></td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
</tr>
<tr>
<td><strong>Evidence of Impact on Student Learning</strong></td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
</tr>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no, or simplistic, superficial, reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
</tr>
<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof. (absence of theory and research)</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons based on theory or research for their success or lack thereof.</td>
</tr>
<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
</tr>
</tbody>
</table>

Rubric indicators and levels of performance are borrowed from *The Renaissance Partnership For Improving Teacher Quality’s Teacher Work Sample (2002).*
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 CT and you.

Two 8-week Experiences

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

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

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

Weeks 7 - 8 First experience: CT gradually resumes the lead role as you complete assignments and assessments and prepare yourself for the next eight-week assignment. Second experience: Complete University assignments, TK-20 submissions, assessments and exit questionnaire; 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.
COOPERATING TEACHER - CT

BASICS
- Acquaint the Student Teacher (ST) with the school community and facilities.
- Expect the ST to be an integral part of the school community, not a bystander.
- Prepare your own students in advance and set expectations for their interactions with the ST.
- Orient the ST to routine tasks and classroom rules, organization, and management.
- Provide a desk or workspace and secure place for personal effects.
- Provide and/or suggest textbooks, curriculum guides, instructional materials, resources, supplies, and equipment.
- Negotiate the conditions through which the ST fulfills both University and local school requirements.

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

TK-20
- TK-20 is our current data collection and management system. All CTs are given a free TK-20 account which will allow you to complete the various assessments required of a cooperating teacher. Please check your TK-20 account occasionally when you have a Ship student to make sure deadlines are met. E-mail notices will also usually be sent. If you have trouble with your TK-20 account, contact Dr. Steffy at hlsteffy@ship.edu
- If you as a CT have NOT been given information about obtaining a TK-20 account, contact Dr. Steffy immediately.
- TK-20 Guidelines
  - As soon as you save information in TK-20, it becomes visible to the student teacher. If you want to write “draft comments” that you want to “sleep on”, it is better to write and save them in Word and then copy and paste them into TK-20 when you are satisfied with them
  - Do not try to submit anything on TK-20. Simply save the document and it becomes part of the official record.
ASSESSING

Formative Assessments: Provide on-going, specific feedback. Choose ways that best suit your context and your relationship. Written notes of this feedback are helpful, especially if the student teacher is demonstrating major areas of weakness that might need to be addressed later.

Summative Assessments for 8-Week Placements (on TK-20)
- Complete Mid-Term Evaluation Form during the 4th week.
- Complete Final Evaluation Form during 7th or 8th week.
- Complete on-line: *Assessment of Teacher Candidate Professional Dispositions in Clinical Settings*.

Summative Assessments for 16-Week Placements (on TK-20)
- Complete Mid-term Evaluation Form at end of 7th or 8th weeks.
- Complete Final Evaluation Form during last two weeks of assignment.
- Complete on-line: *Assessment of Teacher Candidate Professional Dispositions in Clinical Settings*.
- Before the end of the experience, complete and give to your ST a letter of recommendation on the SU letterhead or on your school letterhead. The SU letterhead is also available on the Field Experiences website so it can be downloaded and completed on your computer.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>8-week Experience</th>
<th>16-week experience</th>
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</thead>
<tbody>
<tr>
<td>Formative (written and/or oral)</td>
<td>ongoing</td>
<td>ongoing</td>
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<tr>
<td>Mid-term Evaluation form (PDE 430) on TK-20 including absences</td>
<td>4th week</td>
<td>7th or 8th week</td>
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<tr>
<td>Final Evaluation Form (PDE 430) on TK-20 including absences</td>
<td>7th or 8th week</td>
<td>15th or 16th week</td>
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<tr>
<td>Professional Dispositions Assessment TK-20</td>
<td>6th or 7th week</td>
<td>14th - 15th week</td>
</tr>
<tr>
<td>Recommendation letter (hard copy to student teacher. NOT on TK-20.)</td>
<td>8th week</td>
<td>16th week</td>
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</table>
UNIVERSITY SUPERVISOR - US

BASICS
- Provide the Student Teacher (ST) with a syllabus detailing specific instructions, assessment criteria and timelines for required assignments and activities.
- Provide Cooperating Teacher (CT) with relevant materials and information.
- Collaborate with the ST and CT concerning the conditions by which the ST can fulfill both University and school requirements.
- Visit at least four (4) times during the semester, in addition to any introductory visit. Each visit should include at least 30 minutes (or a complete class period) observing the ST actually teaching. More visits and/or observations may be necessary if concerns arise.
- Maintain on-going communication with the ST and CT.
- Participate in 3-way conferences after each observation if at all possible—and when necessary.
- Observe and assess the ST at work and provide specific constructive feedback.
- Provide professional development sessions for your ST cohort as a group.
  - Announce times and locations early in the semester.
  - Announce the purpose of each of the sessions.
- At mid-term and end-term for each placement, complete the Pennsylvania Statewide Evaluation Form for Student Knowledge and Practice (PDE 430) on TK-20. Do NOT try to submit the form. Simply save the form and it will become part of the on-line record.
- Complete an official Reference Letter (Letter of Recommendation) on Shippensburg University letterhead and give it to the ST. An electronic copy of the letterhead is available on the Field Experience web site.
- Determine and assign the final grade.

SUPERVISING
- Document, document, document!
- Reinforce your support with a visit during the early weeks.
- Meet with the cooperating teacher and student teacher as often as possible.
- Provide specific, objective feedback. Identify areas of instructional strengths and provide suggestions for improvement and expansion.
- Review and give feedback about lesson plans and teaching notebook(s); check for alignment with standards.
- Shortly before completing the mid-term and final PDE 430, conduct formal observations and post-observation conferences.
- When problems and concerns arise, confer with the appropriate parties—student teacher; cooperating teacher; building principal; Director of Field Experiences and Partnerships.
ASSESSING

- Conduct the required assessments, including the following posted on TK-20
  - The Impact on Student Learning Assignment (except Pk-4 supervisors)
  - The Student Teacher Portfolio Rubric
  - The Assessment of Teacher Candidate Dispositions in Clinical Settings
  - PDE 430 summaries at midterm and end-term
- Assess other requirements specific to your cohort and/or certification program.
- Complete a recommendation form at the conclusion. Give student teacher a copy of the recommendation form.
- Determine and submit the final grade

ADVISING

- Promote personal and professional growth by sharing information about continuing education, workshops, publications, organizations and emerging issues.
- Provide critical feedback for continued professional development.
- Offer suggestions for improvement of lessons and support the student teacher in taking risks to implement new methods of instruction.
- Assist with exploration of career opportunities.
- Provide follow-up assistance to graduates.

TK-20 Advice

- TK-20 Guidelines
  - As soon as you save information in TK-20, it becomes visible to the student teacher. If you want to write “draft comments” that you want to “sleep on”, it is better to write and save them in Word and then copy and paste them into TK-20 when you are satisfied with them.
  - Do not try to submit anything on TK-20. Simply save the document and it becomes part of the official record.
  - Please remind student teachers that they MUST submit all of their TK-20 documents AFTER they have completed all documents. You will be able to assess them before they are submitted. However, there can be no aggregation of data from the assessments until the document is submitted.
  - All TK-20 forms should be completed no later than the grade submission date for university grades.

Mileage reimbursement forms should be submitted to Vickie in SPH 352 by the 15th of each month for the previous month (September report by October 15, etc.). Reimbursement forms submitted more than 15 days late might not be paid.
APPENDICES

STUDENT TEACHER

Weekly Report Form ................................................................. 23
Weekly Reflection Form .............................................................. 24
Advice from Seasoned Teacher ..................................................... 25
Resume Sample ........................................................................... 27
Interview Tips .............................................................................. 29
STUDENT TEACHER
WEEKLY REPORT FORM

DATES: ____________________________________________
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.

<table>
<thead>
<tr>
<th>Room #</th>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</tbody>
</table>

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
My most successful teaching experience this week was:

What contributed to my success?

My least successful teaching experience this week was:

What contributed to my lack of success?

What could I do differently to improve this teaching experience?

My goal(s) for next week will be to
ADVICE FROM SOME SEASONED TEACHERS

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

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

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

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

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

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

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

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

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

8. Do not teach using a lecture style as you received too often. Today’s students have different needs. Break down each lesson into mini-lessons and change activities every 10-15 minutes. You need ACTIVE lessons that snap along. One way to do this is to address as many learning styles as you can in your lessons to reach a wider audience.
9. Make notes on the back of your lesson plans after each period while in the classroom. This will help you remember ideas, routines, techniques and student needs.

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

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

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

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.
CERTIFICATION

English Education, Secondary, State of XA

EDUCATION

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

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

PRE-SERVICE TEACHING EXPERIENCES

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

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

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

RELATED EXPERIENCES

Hometown Summer Camp. Summers 2009 and 2010
Developed and taught crafts for 10-year-olds; provided parent orientation on Opening Days; assisted director with parent volunteer schedule

“America Reads” volunteer tutor. 2010-2011

Local School for Veterans’ Children tutor. 2009
MEMBERSHIP/AWARDS

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

REFERENCES

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

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

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

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

Check here for more about resumes . . .

http://www.ship.edu/Career/Resume_Tips_and_Strategies/
INTerview tips

PRIOR TO THE INTERVIEW

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

DURING THE INTERVIEW

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

Thank the interviewer for the opportunity to meet.

Your warm smile and firm handshake will be appreciated by all!

Following the interview

Send a thank-you note to the leader of the interview team. Snail mail is more impressive than e-mail but e-mail is acceptable.

Reflect upon the interview—the positive aspects, and negative, if any; what you will do to prepare for another interview; how you feel about working there.

Keep sending out letters of inquiry and resumes.

Keep in contact with your university supervisor, cooperating teacher, and other school district personnel.

Be willing to volunteer your services to a district.

Continue to remain positive and persistent.

Be flexible and open to new possibilities and opportunities.

Never say “never.”

Check here for more about interviews . . .

http://www.ship.edu/Career/Interviewing_Tips_and_Strategies/
APPENDICES

COOPERATING TEACHER

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Cooperating Teacher Form: Evaluation of Student Teacher ........................ 33
Record of Student Teacher Absences Form........................................... 35
Guidelines for Writing Letter of Recommendation .................................. 36
COOPERATING TEACHER’S WEEKLY REFLECTION
OF
TEACHER CANDIDATE PERFORMANCE

TO       Teacher Candidate______________________________________________
FROM     Cooperating Teacher____________________________________________
DATE     Friday________________________________________________________

Your most successful teaching experience this week was:

Your least successful teaching experience was:

My suggestions for improvement are:

Conference outcomes; Specific goal(s) for next week are:
SHIPPENSBURG UNIVERSITY, COLLEGE OF EDUCATION AND HUMAN SERVICES
COOPERATING TEACHER FORM: EVALUATION OF STUDENT TEACHER

<table>
<thead>
<tr>
<th>Student Teacher Name</th>
<th>Assigned School</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
</table>

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

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

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

### CATEGORY I: PLANNING AND PREPARATION

<table>
<thead>
<tr>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>A. Demonstrating Knowledge of Content and Pedagogy (knowledge of content, of relevant connections, of content-related pedagogy)</td>
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<tr>
<td>B. Demonstrating Knowledge of Students (characteristics of age group, students' varied approaches to learning, skills and knowledge, interest and cultural heritage; knowledge of educational psychological principles of development)</td>
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<td>C. Addressing Pennsylvania's K-12 Academic Standards (inclusion in lesson planning, appropriateness)</td>
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<tr>
<td>D. Demonstrating Knowledge of Resources (from various sources–school, district, community; technology resources)</td>
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<tr>
<td>E. Setting Instructional Goals and Designing Coherent Instruction (learning activities, instructional materials and resources, grouping, lesson and unit structure; adaptation to student needs; incorporation of technology)</td>
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<tr>
<td>F. Assessing Student Learning (consistence with instructional goals, criteria and standards, variety of methods, use for planning)</td>
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**Comments About Category I: Planning and Preparation**

**DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY**

### CATEGORY II: THE CLASSROOM ENVIRONMENT

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

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

**DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY**

August 2015
### Category III: Instructional Delivery

| A. Communicating Clearly and Accurately (directions and procedures, oral and written language; use of voice; goals and expectations clearly expressed) |
| B. Using Questioning and Discussion Techniques (quality of questions, discussion techniques, student participation) |
| C. Engaging Students in Learning (representations of content, variety of activities and assignments, grouping of students, instructional materials and resources, structure and pacing, effective use of instructional time) |
| D. Providing Feedback to Students (quality: accurate, constructive, and specific; timeliness; informal and formal assessment) |
| E. Demonstrating Flexibility and Responsiveness (lesson adjustment, response to students, persistence in seeking effective approaches) |
| F. Connecting Plan to Delivery (implementing plan effectively; demonstrating PA standards; pedagogy appropriate to content) |

**Comments about Category III: Instruction**

*DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY*

### Category IV: Professionalism

| A. Showing Awareness of School/District/State Policies and Regulations (attendance, punctuality; PA Code of Conduct) |
| B. Maintaining Accurate Records (student completion of assignments, student progress in learning, instructional and non-instructional record-keeping) |
| C. Communicating with Families (information about the instructional program, information about individual students, engagement of families in the instructional program) |
| D. Contributing to the School Community (relationships with colleagues, participation in appropriate school events) |
| E. Growing and Developing Professionally (commitment to opportunities for professional development; thoughtful reflection) |
| F. Showing Professionalism (service to students, attire and attitude, decision making, fulfillment of responsibilities) |

**Comments about Domain IV: Professional Responsibilities**

*DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY*

### Overall Evaluation

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

---

**Signature**

**Date**

**Relationship to Student Teacher**

Submit at:
(1) Mid-assignment
(2) End of assignment

SHIPPENSBURG UNIVERSITY
OFFICE OF FIELD EXPERIENCES AND PARTNERSHIPS
1871 OLD MAIN DRIVE
SHIPPENSBURG, PA  17257
TELEPHONE 717-477-1487
FAX 717-477-4012

RECORD OF STUDENT TEACHER ABSENCES

Note to the Cooperating Teacher:  Please read the policies governing student teacher attendance in the Student Teaching Handbook.  Please record all tardiness and absences of the student teacher below.  A copy of this report should be sent to the University with both the mid-assignment and end of assignment reports.

Name of the Student Teacher_______________________________________________________

Inclusive Dates of this Report: From___________ To______________

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>REASON FOR ABSENCE</th>
<th>EXCUSED BY</th>
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DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY

PLEASE NOTE:  Written excuses from the doctor, the nurse (or others) should be shown to the cooperating teacher and principal and then filed with this report.

__________________________________________  ________________________________
Signature of Cooperating Teacher             Date

August 2015
GUIDELINES FOR WRITING RECOMMENDATIONS

Please TYPE your recommendation on your school/district letterhead or download the form from the Field Experiences web site and complete it on your computer. Give completed form to your student teacher. The University no longer collects letters of recommendation so do NOT send them to us.

Retain a copy for your file.

Structure your comments to accommodate the employer who reviews many such recommendations. The following four paragraphs are suggested.

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

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

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

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

Assess the competence of a student teacher in relation to other beginning teachers.

For content and language, refer to the formal assessments you have already completed, for example, Assessment of Teacher Candidate Dispositions in Clinical Settings, Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice (PDE 430), and Cooperating Teacher’s Evaluation of Teacher Candidate Performance.

Aim for honesty and fairness. Begin with areas of strength, then proceed to weak areas, if any, and conclude on a positive note. Suggest a favorable context that would support the beginning teacher’s growth, if the performance was marginal.

Include your home phone number, work phone number and at least one e-mail address.

If in doubt about your clarity, ask a peer or your principal to review your recommendation.
APPENDICES

UNIVERSITY SUPERVISORS

Classroom Observation Form (optional) ................................................................. 38
PA Statewide Evaluation Form - PDE 430 (mandatory) ........................................ 39
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**SHIPPENBURG 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  

Supervisor’s Signature  

Date  

---

**OBSERVED ACTIVITIES / TIMELINE**

**PROGRESS OBSERVED**  

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

<table>
<thead>
<tr>
<th>Category I: Planning and Preparation</th>
<th>Category III: Instruction</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Content, Pedagogy, and Resources</td>
<td>Communication, Questioning, Discussion</td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of Students, Learning Theory</td>
<td>Engaging Students in Learning</td>
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<tr>
<td>Clear Instructional Goals Linked to PA Standards</td>
<td>Encouraging Students’ Critical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>Assessment of Student Learning</td>
<td>Feedback, Responsiveness, Flexibility</td>
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</tbody>
</table>

**Category II: The Classroom Environment**

<table>
<thead>
<tr>
<th>Environment of Respect; Culture for Learning</th>
<th>Attire, Attitude, Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Classroom Procedures, Routines</td>
<td>Relationships with Colleagues</td>
</tr>
<tr>
<td>Responding to Student Behavior</td>
<td>Thoughtful Reflection</td>
</tr>
<tr>
<td>Appropriate Interactions within the Classroom</td>
<td>Knowledge of School, District Regulations</td>
</tr>
</tbody>
</table>

**AREAS OF MASTERY**

**AREAS FOR IMPROVEMENT**

**OVERALL COMMENTS / SUGGESTIONS / RECOMMENDATIONS**

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**DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY**
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student’s Last Name  First  Middle  Social Security Number

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

DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY.
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
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Rating (Indicate ‘✓’)

Justification for Evaluation
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

<table>
<thead>
<tr>
<th>Category for Rating</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
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Rating (Indicate √)

Justification for Evaluation

DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY
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

**DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY**
Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
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Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

Justification for Overall Rating:

DO NOT COMPLETE THIS FORM - SUBMIT IN TK-20 ONLY

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: ________________
**GUIDELINES FOR WRITING RECOMMENDATIONS**

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