

**THE COLLEGE OF EDUCATION AND HUMAN SERVICES
of SHIPPENSBURG UNIVERSITY**



Field Experience Handbook

**A GUIDE FOR TEACHER CANDIDATES,
COOPERATING TEACHERS, & UNIVERSITY SUPERVISORS**

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

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TABLE OF CONTENTS

INTRODUCTORY INFORMATION	2
OFFICE & UNIVERSITY CONTACT INFORMATION	2
TABLE OF CONTENTS.....	2
TEACHER CANDIDATES: PLEASE READ	14
ACKNOWLEDGEMENT OF FIELD PLACEMENT EXPECTATIONS FORM	3
THE DRIVING FORCES OF OUR PROGRAM.....	4
ACCREDITATION & MISSION STATEMENTS	4-5
APPRENTICESHIP MODEL & PROFESSIONAL DISPOSITIONS.....	6-8
PDE EXPECTATIONS & COMPETENCIES	8-11
FIELD EXPERIENCE EXPECTATIONS	11
REQUIRED STEPS FOR ENTERING A FIELD EXPERIENCE.....	12
PROFESSIONAL GUIDELINES.....	12-13
THE IAP PROCESS EXPLAINED.....	13
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR PROFESSOR	13-14
ROLE OF THE COOPERATING TEACHER.....	14
COOPERATING TEACHER CONTINUING EDUCATION FLYER	15

TEACHER CANDIDATES: PLEASE READ

YOU ARE REQUIRED TO READ THIS PACKET IN IT'S ENTIRETY PRIOR TO EVERY SEMESTER. As students pursuing an education degree at Shippensburg University, you will be asked to meet a variety of course requirements as well as a series of field and professional requirements. As Pennsylvania teacher candidates, you have even more requirements set upon you, not just by the University, but by the state. This handbook is designed as a field experience guide for teacher candidates as they progress from entry- level courses through student teaching. Teacher Education students should closely review the information in this handbook and be proactive as you adhere to the guidelines established here. The handbook is designed to provide clarity concerning the following:

- Shippensburg University Programming
- PDE Expectations
- Policies and Procedures for field experiences for Teacher Candidates
- The Role of the Cooperating Teacher
- The Role of the University Supervisor (University Professor)

In addition, you must submit the **Acknowledgement of Field Placement Expectations Form** along with your required **Clearance documentation** and **Clearance Cover Sheet** each semester.

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Acknowledgement of Field Placement Expectations
(To be submitted with your Clearance Cover Sheet)

As an education major at Shippensburg University, I understand that there are many responsibilities to which I must attend in order to successfully complete the program and become a certified teacher in the State of Pennsylvania. I have read the Field Experience Handbook carefully and understand the content. I have read the guidelines concerning **clearance requirements, dispositions, field experience procedures, and the tracking of those field experiences**. I understand that I must be proactive and timely as I work to comply with the necessary field requirements outlined in this handbook to be **eligible** to continue through the program. **Failure to do so may result in removal from the teacher education program.**

I understand that I will have access to privileged and confidential information while participating in field experiences. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet in the field, the school districts with which I participate, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication venues including on-line media such as email, Facebook, YouTube, Twitter, blogs, etc. I recognize the appropriate channels by which I can communicate concerns relating to my participation in the field. I understand that the director of the OPPEO, my department chair, or education faculty/supervisors are all appropriate professional resources and will welcome my questions and concerns. Because the consequences of breaching confidentiality are potentially very costly to the individuals involved and to the education program, **I understand that my failure to abide by this statement may result in removal from the teacher education program.**

My signature below signifies my understanding and willful compliance with the policies and procedures established in this handbook, as well as the overall expectations of Shippensburg University and the Pennsylvania State Department of Education.

Printed Name: _____

Major: _____

Student ID #: _____

Anticipated Graduation Semester: _____

Student Signature: _____

Date Signed: _____

For OPPEO Use:

Date Submitted to Office: _____

Notes:

THE DRIVING FORCES OF OUR PROGRAM

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

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

ACCREDITATION INFORMATION

- Council for the Accreditation of Educator Preparation (CAEP) <http://www.ncate.org/>
- National Council for Accreditation of Teacher Education <http://caepnet.org/>
- 2019-2020 College of Distinction in Education



MISSION STATEMENTS

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

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

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

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

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

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

COMMITMENT TO EQUITY

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

Affirmative Action Officer (Title IX and 504 Coordinator), 109 Old Main, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257, or call 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.

COMMITMENT TO ETHICAL PRACTICE

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

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

COVID-19 ADDENDUM

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

Safety Guidelines include:

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

If you become ill and think the symptoms might be COVID-19 related, please:

- Schedule a test through a health provider of your choice (note: Etter Health is an option).
- Contact the OPPEO Office to notify them of the situation immediately.
- Follow the protocols of the district. Each district is different; therefore, know the protocols and policies of the district.
- Contact your Cooperating Teacher to notify of the situation immediately.
- Contact your University Supervisor to notify of the situation immediately.

In order to complete the program and certification requirements, every teacher candidate must meet the academic standards outlined by the program. Please understand that if hours are missed, they must be made up until completion. 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.

APPRENTICESHIP MODEL CONCEPTUAL FRAMEWORK

The Model: The Apprenticeship Model represents various competencies that scaffold our undergraduate, graduate and doctoral candidates within a gradual release of responsibility in educational and clinical settings. There are eight competencies that represent a cluster of circles in Shippensburg University's Apprenticeship Model Conceptual Framework. The overall cluster signifies principles of our academic and experiential structure. The individual circles include Content Knowledge, Diversity, Assessment, Instructional Planning, Theory and Research, Dispositions, Clinical Practice and Professional Standards, and Purposeful Pedagogy.

Shippensburg University's Apprenticeship Model Conceptual Framework represents the cognitive, physical, social and emotional experiences that our candidates encounter through our academic and experiential learning outcomes. The inner cluster of circles represents experts, including faculty and clinical professionals, who guide the apprenticeship candidates as they learn to navigate and synthesize expectations associated with their field of study. Each circle also serves as a guide to chart the paths for candidates' development of knowledge, pedagogical skills and professional dispositions associated within each program. The faculty and clinical partners gradually release the candidates as they take on the responsibility of professional practice in P12 educational and clinical settings.

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

- **Content Knowledge Linked with Learner Development:** Candidates Comprehend, Apply and Value Discipline-Based Knowledge in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standards 1 and 4, Danielson Domain 1 and 3)
- **Professional Standards Linked with Instructional Planning:** Candidates Plan and Examine Standards-Based Instruction and Integrated Technology Use to Impact Learning in Classrooms and Communities. (CAEP Standards 1, 4, and 5, InTASC Standards 5, 6, and 7, Danielson Domain 1, 2, and 3)
- **Purposeful Pedagogy Linked with Classroom Environment:** Candidates Implement and Evaluate Instructional Methods to Impact Learning Outcomes in Classrooms and Communities. (CAEP Standards 1, InTASC Standard 3, Danielson Domain 1, 2, and 3)
- **Assessment Outcomes Linked within a Systematic Analysis:** Candidates Evaluate and when appropriate Redesign Instruction to Strengthen Learning Outcomes in Classrooms and Communities. (CAEP Standards 4, 5, InTASC Standard 6, Danielson Domain 1, 2, and 3)
- **Theory and Research Linked with Intentional Instruction:** Candidates Use Data Driven Evidence and Decisions to Impact Learning and Development in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standards 5, 6 and 7, Danielson Domain 1, 2, and 3)
- **Diversity Linked Across All Stakeholders:** Candidates Demonstrate a Respect for All Students' Diverse Learning Needs in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standard 2, Danielson Domain 1, 2, 3, and 4)
- **Dispositions Linked with Reflective Practice:** Candidates Contemplate Attitudes, Skills and Beliefs to Ensure Fair and Equitable Treatment of Learners and Professional Partners in Classrooms and Communities. (CAEP Standards 3, 4, and 5, InTASC Standard 9, Danielson Domain 4)
- **Clinical Practice Linked with Professional Responsibilities:** Candidates Collaborate with Partners in Classrooms and in Communities. (CAEP Standards 3 and 4, InTASC Standard 10, Danielson Domain 1, 2, 3, and 4)



The Outcomes: The framework for the Apprenticeship Model allows the Shippensburg University to contextualize the documentation of undergraduate, graduate and doctoral candidates' learning outcomes in relation to our philosophy, our mission and our Conceptual Framework competencies. Key assessments have been collaboratively designed and vetted by an Assessment System Protocol. Each assessment is linked to a specific point in time so that we ensure that we are not only evaluating candidates' knowledge, skills, and dispositions, but that we are also continuously documenting candidates' professional growth and development.

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

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

SHIPPENSBURG UNIVERSITY'S PROFESSIONAL DISPOSITION RUBRIC

Category I: Professional Learning & Ethical Practice	The candidate demonstrates a commitment to their profession, as evidenced by:
	The candidate has demonstrated consistent effective communication in written & oral formats.
	The candidate has demonstrated professional expectations, including appearance, attendance, & prompt & professional responsiveness.
	The candidate has demonstrated ethical practices, including confidentiality, fairness, equity, & professional integrity when working with teachers/professors & PK-12 students.
	The candidate has demonstrated an academic commitment to professional decision making, including recognizing subjective & objective data & how it informs their emergence as a professional.
	The candidate documented & justified their professional growth & embraces their professional development as an emerging professional.
	Overall, this candidate's disposition in this category is rated as:
	Target Plus One: the candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.
	Target: the candidate's documentation is acceptable & complete & represents consistent positive professionalism.
	Developing: the candidate's documentation is limited or vague & does not represent consistently positive professionalism.
Unsatisfactory: the candidate's documentation is very limited/incomplete/inconclusive & does not represent positive professionalism.	
Category II: Critical Thinking & Reflective Practice	The candidate demonstrates self-awareness & can identify/acknowledge their use of feedback to signify a comprehensive professional perspective, as evidenced by:
	The candidate has demonstrated an awareness of their impact on others & integrates that feedback in an effort to document growth.
	The candidate has demonstrated purposeful self-reflection of contextual, cultural, & personal factors that influence their clinical decision making & practices.
	The candidate has demonstrated a positive outlook related to all PK-12 students' ability to learn & how their instructional choices influence students' learning outcomes.
	The candidate has demonstrated a positive outlook related to all PK-12 students' ability to learn & how their instructional choices influence students' learning outcomes.
	The candidate has demonstrated a consistently productive approach to problem-solving that builds independence.
	Overall, this candidate's disposition in this category is rated as:
	Target Plus One: the candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.
	Target: the candidate's documentation is acceptable & complete & represents consistent positive professionalism.
	Developing: the candidate's documentation is limited or vague & does not represent consistently positive professionalism.
Unsatisfactory: the candidate's documentation is very limited/incomplete/inconclusive & does not represent positive professionalism.	
Category III: Leadership, Interaction & Collaboration	The candidate demonstrates a commitment to building relationships with peers, professionals, & the community & establishes a positive rapport with PK-12 students, as evidenced by:
	The candidate has demonstrated their positive interactions with PK-12 students in clinical settings & during all aspects of instruction.
	The candidate has demonstrated their positive interactions with professional colleagues, peers, families, & stakeholders in the role of an emerging professional.
	The candidate has demonstrated a variety of resources to communicate effectively with various stakeholders.

	The candidate has demonstrated appropriate productivity while working with peers, professional colleagues, PK-12 students, & the community.
	The candidate has demonstrated inclusive leadership traits in response to professional tasks & responsibilities.
	Overall, this candidate's disposition in this category is rated as:
	Target Plus One: the candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.
	Target: the candidate's documentation is acceptable & complete & represents consistent positive professionalism.
	Developing: the candidate's documentation is limited or vague & does not represent consistently positive professionalism.
	Unsatisfactory: the candidate's documentation is very limited/incomplete/inconclusive & does not represent positive professionalism.
	The candidate demonstrates a commitment to inclusive & responsive environments, as evidenced by:
	The candidate has demonstrated the value of positively impacting PK-12 students, including designing & implementing various learning methods.
	The candidate has demonstrated an appreciation for differences among people & Pk-12 students, including their learning, language & cultural differences.
Category IV: Stewardship for Diversity	The candidate has demonstrated an engagement in community building to cultivate interdisciplinary & interprofessional relationships to transform PK-12 students.
	The candidate has demonstrated a commitment to advocating for the field of education & the needs of their PK-12 students.
	Overall, this candidate's disposition in this category is rated as:
	Target Plus One: the candidate's documentation articulates a highly professional approach to teaching & learning in PK-12 classroom settings.
	Target: the candidate's documentation is acceptable & complete & represents consistent positive professionalism.
	Developing: the candidate's documentation is limited or vague & does not represent consistently positive professionalism.
	Unsatisfactory: the candidate's documentation is very limited/incomplete/inconclusive & does not represent positive professionalism.

GUIDELINES FROM PDE

One important component of the teacher certification program is field experience. Pennsylvania Department of Education's (PDE) Chapter 49 has established competencies for field work and a specific structure for the completion of these requirements. All teacher certification programs include a four-stage structure. Each education student must demonstrate evidence of meeting the field experience competencies identified in each of the stages of learning. Course professors and University supervisors will provide official verification that each student has demonstrated the state identified competencies. The state of Pennsylvania will verify that each student has met the Chapter 49 field experience requirements before granting teacher certification. Although Mansfield University will provide sequential and developmental field experiences designed to meet state certification requirements, students are responsible for completing these field experiences.

In a situation where a student has met the academic requirements of the course but cannot show evidence of meeting the field competencies of the course, the student's failing grade will trigger a meeting with the course professor and department chair. Please consult the Teacher Education Dispositions Policy for established protocol in the event of an unsuccessful field experience. Most courses will ask students in the 3rd and 4th stage of field experiences to track their hours via a log, and it is the states expectation that they comply with their course expectations. The PDE's Chapter 49 field experience competencies are divided into the following 4 Stages:

Stage	Hours	Activities That Help the Candidate Acquire Competencies in this Stage
Stage I (1 st -2 nd Year) <i>Observation</i>	Minimum 40 hours	Students are observers in a variety of education and education-related settings so that students have a broad experience and learn as much as possible about the learner and educational philosophy
Stage II (1 st -2 nd Year) <i>Exploration</i>		This is an experience in which the candidate works under the teacher's supervision during individual tutorials or with a small group of students. Activities can include tutoring, subject matter experiences, small group conversations, outdoor play, and monitoring classroom routines and procedures.
Stage III (3 rd -4 th Year) <i>Pre-Student Teaching</i>	Minimum 150 hours	Teacher candidates work with a district teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers, and supervisors. Students are expected to work with materials they have prepared and created for classroom instruction.
Stage IV (Final Year) <i>Student Teaching</i>	Minimum 12 weeks	Teacher candidates successfully use knowledge, skills, and dispositions gained in Stages one through three. Although the state requires 12 Shippensburg University Requires 16 weeks.

In addition to Chapter 49, there are several field competencies that PDE requires. As a result, professors will be evaluating each student's field performance in the following courses. A student's successful completion of each identified course verifies that each has shown evidence of meeting the following field competencies as well:

Stage 1 Competencies

Stage 1. A. Planning and Preparation Competencies

- Stage 1. A. 1 – Reflects on elements of planning and preparation from observations in educational settings.
- Stage 1. A. 2 – Applies knowledge of PA Pre-K-12 Academic Standards to classroom observation.
- Stage 1. A. 3 – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.
- Stage 1. A. 4 – Identifies how learning goals were developed to address individual student needs.
- Stage 1. A. 5 – Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

Stage 1. B. Classroom Management Competencies

- Stage 1. B. 1 – Describes elements of effective classroom management observed in various educational settings.
- Stage 1. B. 2 – Observes teacher-to-student and student-to-student interactions and reflects on those observations.
- Stage 1. B. 3 – Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

Stage 1. C. Instructional Delivery Competencies

- Stage 1. C. 1 – Observes and reflects on effective verbal and non-verbal communication techniques.
- Stage 1. C. 2 – Observes and reflects on effective questioning and discussion techniques.
- Stage 1. C. 3 – Identifies ways in which technology is used as a teaching and learning tool.
- Stage 1. C. 4 – Reflects on the level of active student engagement during instructional delivery.
- Stage 1. C. 5 – Observes methods of communication of instructional goals, procedures, and content.

Stage 1. D. Professional Conduct Competencies

- Stage 1. D. 1 – Represents integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.
- Stage 1. D. 2 – Complies with school policies and procedures regarding professional dress, attendance, and punctuality.

Stage 1. E. Assessment Competencies

- Stage 1. E. 1 – Identifies and reports on various kinds of assessments used in instruction.
- Stage 1. E. 2 – Assesses their own professional growth through focused self-reflection.

Stage 1. F. Knowledge of Diverse Learners Competencies

- Stage 1. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
- Stage 1. F. 2 – Reports on effective practices and opportunities designed to communicate with and engage families.

Stage 2 Competencies

Stage 2. A. Planning and Preparation Competencies

- Stage 2. A. 1 – Reflects on elements of planning and preparation from observations in educational settings.
- Stage 2. A. 2 – Applies knowledge of PA Pre-K-12 Academic Standards to classroom observation.
- Stage 2. A. 3 – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.
- Stage 2. A. 4 – Identifies how learning goals were developed to address individual student needs.
- Stage 2. A. 5 – Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

Stage 2. B. Classroom Management Competencies

- Stage 2. B. 1 – Describes elements of effective classroom management observed in various educational settings.
- Stage 2. B. 2 – Observes teacher-to-student and student-to-student interactions and reflects on those observations.
- Stage 2. B. 3 – Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

Stage 2. C. Instructional Delivery Competencies

- Stage 2. C. 1 – Observes and reflects on effective verbal and non-verbal communication techniques.
- Stage 2. C. 2 – Observes and reflects on effective questioning and discussion techniques.
- Stage 2. C. 3 – Identifies ways in which technology is used as a teaching and learning tool.
- Stage 2. C. 4 – Reflects on the level of active student engagement during instructional delivery.
- Stage 2. C. 5 – Observes methods of communication of instructional goals, procedures, and content.

Stage 2. D. Professional Conduct Competencies

- Stage 2. D. 1 – Represents integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.
- Stage 2. D. 2 – Complies with school policies and procedures regarding professional dress, attendance, and punctuality.

Stage 2. E. Assessment Competencies

- Stage 2. E. 1 – Identifies and reports on various kinds of assessments used in instruction.

- Stage 2. E. 2 – Assesses their own professional growth through focused self-reflection.

Stage 2. F. Knowledge of Diverse Learners Competencies

- Stage 2. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom).
- Stage 2. F. 2 – Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

Stage 3 Competencies

Stage 3. A. Planning and Preparation Competencies

- Stage 3. A. 1 – Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.
- Stage 3. A. 2 – Adequate knowledge of PA Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.
- Stage 3. A. 3 – Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.
- Stage 3. A. 4 – The ability to use formative and summative assessments to adapt learning goals that match individual student needs.
- Stage 3. A. 5 – The ability to plan instruction using appropriate resources, materials, technology, and activities to engage students in meaningful learning based on their instructional goals.

Stage 3. B. Classroom Environment Competencies

- Stage 3. B. 1 – Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students and among students.
- Stage 3. B. 2 – Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
- Stage 3. B. 3 – Uses classroom resources to support equity and maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, and ability.
- Stage 3. B. 4 – Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
- Stage 3. B. 5 – Identifies opportunities for productive family and community contact.
- Stage 3. B. 6 – Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

Stage 3. C. Instructional Delivery Competencies

- Stage 3. C. 1 – Uses effective verbal and non-verbal communication techniques.
- Stage 3. C. 2 – Uses effective questioning and discussion techniques.
- Stage 3. C. 3 – Uses a variety of instructional strategies that are appropriately selected according to age, gender, individualism, culture, ability, and skill and which reflect evidence of student engagement, new learning, and assessment.
- Stage 3. C. 4 – Uses technology as an effective teaching and learning tool.
- Stage 3. C. 5 – Provides appropriate progress feedback to students in a timely manner.
- Stage 3. C. 6 – Uses active student engagement during instructional delivery.
- Stage 3. C. 7 – Uses formal and/or informal assessment to measure student responsiveness to instruction.
- Stage 3. C. 8 – Constructs thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
- Stage 3. C. 9 – Clearly communicates instructional goals, procedures, and content.

Stage 3. D. Professional Conduct Competencies

- Stage 3. D. 1 – Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.
- Stage 3. D. 2 – Demonstrates knowledge of and participates in district, college, regional, state and/or national professional development growth and development opportunities.
- Stage 3. D. 3 – Exhibits integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.
- Stage 3. D. 4 – Applies safety precautions and procedures.
- Stage 3. D. 5 – Complies with school policies and procedures regarding professional dress, attendance, punctuality, and the use of technology.
- Stage 3. D. 6 – Develops and maintains professional relationships with school colleagues.

Stage 3. E. Assessment Competencies

- Stage 3. E. 1 – Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, and psychomotor.
- Stage 3. E. 2 – Makes norm-referenced and criterion-referenced interpretations of assessment results.
- Stage 3. E. 3 – Applies interpretations to inform planning and instruction for groups and individual students.
- Stage 3. E. 4 – Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
- Stage 3. E. 5 – Constructs assessments to match cognitive, affective, behavioral, and/or psychomotor curricular goals.

- Stage 3. E. 6 – Constructs assessments to match curricular goals along a continuum of complexity (e.g., Bloom’s Taxonomy).
- Stage 3. E. 7 – Assesses their own professional growth through focused self-reflection.

Stage 3. F. Knowledge of Diverse Learners Competencies

- Stage 3. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.
- Stage 3. F. 2 – Recognizes and supports elements of a positive learning environment that values and models respect for all students.
- Stage 3. F. 3 – Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
- Stage 3. F. 4 – Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
- Stage 3. F. 5 – Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

Stage 4 Competencies

Stage 4. A. Planning and Preparation Competencies

- Stage 4. A. 1 – Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
- Stage 4. A. 2 – Constructs all instructional plans to align with Pennsylvania Pre-K-12 Academic Standards.
- Stage 4. A. 3 – Plans instruction that is responsive to the age and/or related characteristics of their students.
- Stage 4. A. 4 – Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
- Stage 4. A. 5 – Plans short- and long-range instruction using appropriate resources, materials, technology, and activities to engage students in meaningful learning, based on their instructional goals.
- Stage 4. A. 6 – Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.

Stage 4. B. Classroom Environment Competencies

- Stage 4. B. 1 – Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students and among students.
- Stage 4. B. 2 – Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
- Stage 4. B. 3 – Uses classroom resources to support equity and maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, and ability.
- Stage 4. B. 4 – Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
- Stage 4. B. 5 – Engages in proactive communication with families and community contacts.
- Stage 4. B. 6 – Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

Stage 4. C. Instructional Delivery Competencies

- Stage 4. C. 1 – Uses effective verbal and non-verbal communication techniques.
- Stage 4. C. 2 – Uses effective questioning and discussion techniques.
- Stage 4. C. 3 – Uses a variety of appropriately selected instructional strategies according to age, gender, individuality, culture, ability, and skill and which reflect evidence of student engagement, new learning and assessment.
- Stage 4. C. 4 – Uses instructional technology and assesses its impact on student learning.
- Stage 4. C. 5 – Provides appropriate progress feedback to students in a timely manner.
- Stage 4. C. 6 – Uses active student engagement during instructional delivery.
- Stage 4. C. 7 – Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
- Stage 4. C. 8 – Constructs a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.

FIELD EXPERIENCE EXPECTATIONS

The following expectations are the University’s policies and expectations of Teacher Candidates. Follow these to the best of your ability with a sense of urgency. The Office of Partnerships, Professional Experiences, and Outreach has contacts and affiliation agreements with hundreds of schools in the states of PA and MD. We work year-round to make placements for you, which is an intense, logistical undertaking. As such, students are not permitted to contact schools to create their own field experience placements.

REQUIRED STEPS FOR ENTERING A FIELD EXPERIENCE

Prior to enrolling in a course with a field placement—you must complete these actionable items. Failure to do these things prior to the University’s drop/add date may potentially result in being dropped from the course or an IAP meeting.

- Add your school email service to your cell phone. You will need to be accessible to your cooperating teacher, your professor, the OPPEO, and the University for a variety of reasons outlined within this packet. “I do not use/check my Ship email” is unacceptable moving forward.
- Provide proof of clearances (copies) and required documents to the Office of Partnerships, Professional Experiences, and Outreach with the cover sheet. See clearance information packet for more information.
- Provide signed Acknowledgement of Field Experience Expectations to the Office of Partnerships, Professional Experiences, and Outreach.
- Once notified by the Office of Partnerships, Professional Experiences, and Outreach, students should email their cooperating teacher to introduce themselves, give them a copy of their course syllabus, and plan an observation schedule. If the cooperating teacher does not respond within three consecutive business days, the student should send a follow-up email to the cooperating teacher. If the participating teacher does not respond within another three consecutive business days, the student should call the school to find a time that would be convenient to talk with the cooperating teacher and to set up an observation schedule. See the sample email below for an appropriate initial correspondence to a participating teacher. Please use a 12-point, easy-to-read theme font such as Times New Roman.

Dear Mr./Mrs. Cooperating Teacher’s Name:

My name is Name of Student, and I am a freshman Name of Program major at Shippensburg University. As a part of my Name of Course course taught by Name of Professor, I am required to fulfill # of hours of observation in the field. I greatly appreciate your letting me into your classroom to meet this requirement and to ultimately apply theory to practice as I study to become a teacher.

If possible, I would like to set up an observation schedule that is convenient for you. Although I have other courses around which I must work my observations, my schedule is likely to be more flexible than your schedule. I would be happy to send you my course schedule in an effort to try to align blocks of time that might work well for both of us. I know you are extremely busy, so please just let me know what works best for you. I am really excited about having the opportunity to learn with you and your students. Thank you so much for making this experience possible. With your cooperation and expertise, I have a greater chance of becoming an effective, experienced teacher. I look forward to hearing from you.

Sincerely,

Name of Student

(Please add your cell phone number so that the teacher can contact you quickly.)

PROFESSIONAL GUIDELINES

The following professional guidelines should be followed in the field:

- Arrive at least 15 minutes early for the observation. Introduce yourself to the secretary and the principal if they are available. Smile, and express gratitude for the experience. Sign the Visitor’s Sheet in the office.
- Speak in a clear, professional manner, and use good eye contact. Greet people with whom contact is made. Smile. Get excited about the experience and let school personnel see your excitement and enthusiasm. As a future teacher, this should be an exciting opportunity.
- Leave your cell phone turned off in a backpack/bag. Cell phones are prohibited during all Shippensburg University educational field experiences.
- Present all clearances at the school office before going into a classroom. Make sure entrance into any field setting is always accompanied by personal clearances. In addition, it is important to wear a Shippensburg University identification card in a lanyard so that school administrators, teachers, and office personnel will easily be able to verify your identity as a
- Remember that you should be modeling the **Professional Dispositions** of Shippensburg University

- Remember that you are working towards being distinguished in the **PDE Competencies for each level of field experience that you are in**. If you are unsure of what “level” your course is, ask your professor or email the OPPEO for clarification.

THE IAP PROCESS EXPLAINED

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/Dean to bring to their attention the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated, outlined below.

Step One:		
If the performance of a teacher candidate 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 teacher candidate, the cooperating teacher, the University Supervisor, the Associate Dean, & 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:	Outcome 2:	
If the teacher candidate 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 teacher candidate may continue with the assignment.	If the teacher candidate 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:	Decision B:	Decision C:
Based on documented evidence, an additional individualized action plan may be created with actions steps, dates for completion, and expected outcomes. The Director of Partnerships, Professional Experiences, and Outreach will construct the IAP and work with the appropriate people, which could include the University Supervisor, teacher candidate and/or cooperating teacher. The 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 teacher candidate concerning the assignment.	If the teacher candidate is permitted to continue Student Teaching at another time and/or location, the University Supervisor, in collaboration with the Director of Partnerships, Professional Experiences, and Outreach, will assign an I (Incomplete) grade and extend the student teaching assignment in the same semester, if possible, or within the next two subsequent academic semesters. The teacher candidate must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course.	After a review of the documentation, the decision may be to terminate student teaching completely. The Director of Partnerships, Professional Experiences, and Outreach, University Supervisor, and Associate Dean will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the above-mentioned parties will meet with the student to explain the reason for the termination and will advise the teacher candidate of the option to completely withdraw from the current semester. The Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further student teaching placements by Shippensburg University.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR PROFESSOR

The University Supervisor/Professor promotes the expectations and requirements of their discipline. Course Professors should have already established a Professor/Teacher Candidate relationship through course work and other classroom experience. The Field Experience requirements designed for the Teacher Candidate are determined by the discipline and communicated through the University Professor. University Professors are expected to do the following:

- Explain the Conceptual Framework, university policies, and the evaluation process.
- Clearly communicate all requirements and responsibilities of the Teacher Candidate, noting which stage of field experience your course falls within as well, to the Teacher Candidate and the Cooperating Teacher.
- Serve as an ambassador promoting university goals and procedures with the Cooperating Teacher and the Teacher Candidate.
- Provide leadership to initiate and maintain the professional relationship between the school, university and the Teacher Candidate.
- Communicate frequently with the Cooperating Teacher concerning Teacher Candidate progress and inform the Director of the OPPEO of any concerns.
- Confer with the Cooperating Teacher about the strengths and weaknesses of the Teacher Candidate. Serve as a resource person for all parties when needed.
- Inform the Cooperating Teacher about the evaluation processes to be used. A copy of the current evaluation form will be provided by the OPPEO and will be updated on the website.

- Ensure that the Teacher Candidate has provided a copy of your course syllabus to the cooperating teacher.

ROLE OF THE COOPERATING TEACHER

The role of the teacher working with candidates in teacher education is primarily to be a role model of professionalism and best teaching practices. Cooperating teachers are encouraged to be aware of the developmental level of the Teacher Candidate and provide experiences that are appropriate for that level. Freshmen in their first field experience will spend the majority of their time observing the students and host teacher; whereas the junior or senior will be able to present complete lessons. All Field Experience activities must be performed under the supervision of a certified teacher. It is suggested that the cooperating teacher provide as many comments and/or constructive criticisms as possible and share the evaluation with the Teacher Candidate. Private, professional discussion is more productive than just reading over the evaluation. If you have specific questions about the evaluation form, please contact the Department of Partnerships, Professional Experiences, and Outreach or the University Supervisor/Professor. In addition, the Cooperating Teacher may be visited by a University Professor depending on the length of the field placement. The University Professor and Teacher Candidate have the responsibility to provide information regarding the specific course requirements of the Teacher Candidate assigned to the Cooperating Teacher. Your role as a Field Experience Cooperating Teacher is one of primary importance to the success of Shippensburg University's teacher education program. We sincerely thank those who serve in this capacity.

Cooperating Teachers are an essential component of a successful Early Field Experience program. Suggested responsibilities of Cooperating Teachers during Field Experiences include, but are not limited to the following:

- Prepare students for the arrival of the Teacher Candidate.
- Emphasize that the Teacher Candidate will be involved with the class.
- Describe the learning context, school and community demographics and the overall goals and philosophies of the district to the Teacher Candidate.
- Help establish good rapport between the Teacher Candidate and other school personnel.
- Arrange for the Teacher Candidate to receive orientation to the school building, regulations, use of machines, materials, and supplies if appropriate.
- Familiarize the Teacher Candidate with the school rules, liability provisions, referrals made for special services, holidays, parent conferences, grading, school discipline, staffing, the type of school organization and reasons for this, the duties of the Department Chairperson, fire drills, cafeteria procedure, and other procedural issues.
- Discuss acceptable dress for this school with the Teacher Candidate.
- Provide the Teacher Candidate with seating charts and explain the reason for this room or laboratory arrangement.
- Engage in ongoing communication about general classroom management, the schedule, and supervision of halls and lavatories.
- Explain the way the Teacher Candidate will function from the beginning of the assignment to the end and assign appropriate tasks.
- Allow the Teacher Candidate to work first with individual students, and then gradually assume expanded, supervised responsibility.
- Acquaint the Teacher Candidate with technology in the school and give necessary help to ensure that they are able to use the equipment effectively.
- Communicate when possible and whenever necessary with the University Professor or the OPPEO and set up definite times for conferences with the Teacher Candidate.
- If a Teacher Candidate fails to communicate or attend their field placement assignment, please inform the OPPEO.

Shippensburg University recognizes that Cooperating Teachers may not have the opportunity to perform all of these responsibilities for every level of field experience. These experiences are progressive in nature and offered with respect for the professional opinion of the Cooperating Teacher with the understanding of the diversity of each classroom. Again, we thank you so much for your support of our students!

READY TO **SAIL** INTO THE NEXT **WAVE** OF YOUR CAREER? LOOK NO FURTHER THAN **SHIP!**



- **MAT in STEM Education (M.Ed.):** The MAT in STEM Education is designed for professionals and recent college graduates who already hold a degree in science, math, or business and who wish to teach science, math, or business education in a middle school or high school setting. STEM stands for Science, Business Technology, Engineering, and Mathematics.
<https://www.ship.edu/programs/stem-education-mat-certification/>
- **Literacy (M.Ed.):** This 30-credit Master of Education program prepares students to help people of diverse ages and backgrounds to read and communicate more effectively. They will benefit from a well-rounded program involving a variety of experiences to help develop their teaching skills. The faculty in our nationally accredited (NCATE) program prepares reading professionals who have the knowledge, skills, and dispositions to effectively integrate contemporary theories of reading with sound pedagogical practice. The program is offered for fully certified elementary and secondary teachers with a Reading Specialist certificate option.
<https://www.ship.edu/programs/literacyMEd/>
- **Curriculum & Instruction (M.Ed.):** The Curriculum & Instruction master's degree program is intended for individuals who possess a teaching certificate or those seeking to obtain certification. Both the early childhood education concentration and the middle level concentration have options that do not require students to hold certification and thus lead to a Pennsylvania teaching certificate. The degree is designed to enhance teaching and learning through exploration of theoretical principles and practical applications to educational settings. Based on the concentration you select and option within the concentration, the credit requirements vary. The M.Ed. without certification is a 36-credit M.Ed. program. For more information, visit our Curriculum & Instruction program page.
<https://www.ship.edu/programs/curriculum-instruction/curriculum-instruction-early-childhood-prek-4th-grade-certification/>
- **Special Education and Certification (M. Ed.):** The Special Education Program equips professionals in special education with entry- and advanced-level training. The program develops educators by providing the highest quality research-based instruction to pre-service and in-service teachers.
<https://www.ship.edu/programs/special-education-certification/>
- **Special Education Supervisory Certificate:** This program will prepare you to be an effective special education supervisor. Core courses provide a blend of theory and practical experiences to develop effective leadership knowledge and skills in the following areas: Supervision and evaluation, Curriculum, instruction and assessment, Special education school law, Finance, Educational leadership preparation. All courses are taught by former administrators in the field of educational leadership. You will get to know your professors and they will mentor you toward potential career options.
<https://www.ship.edu/programs/supervisory-certification/>
- **Educational Leadership Program:** Shippensburg University Educational Leadership Department offers three certification programs, post-master's degree certification program for school principals, special education supervisory certification and superintendent's letter of eligibility certification. All three are accredited by the Council for Accreditation of Educator Preparation and recognized by the Pennsylvania Department of Education as Pennsylvania Inspired Leadership Programs.
 - **Supervisory/Principal Certificate:** A candidate who has completed a master's degree other than the Master of Education degree in educational leadership at Shippensburg University will not be required to complete a second master's degree; however, his or her program may need to include additional courses identified as necessary to attain the required competencies. Students who have earned an M.Ed. in Educational Leadership, or a related area, i.e., Reading, Curriculum & Instruction, Early Childhood, and need only K-12 Principal Certification may apply to the Dean of Admissions for the Post-Master's K-12 Principal Certification Program. The Pennsylvania Department of Education requires a minimum of three years of professional school experience in order to be eligible for the Administrative I certificate.
<https://www.ship.edu/programs/post-masters-degree-certification-school-principals/>
 - **Educational Leadership (M.Ed.) includes Principal Certification:** Are you inspired to shape your education system? Are you driven to meet the challenges and opportunities of a continuously shifting educational landscape? If you are, then our Shippensburg University's Educational Leadership, MEd program will empower you with the skills and tools needed today and tomorrow.
<https://www.ship.edu/programs/educational-leadership-principal-certification/>
 - **Educational Leadership, (Ed.D.):** Are you inspired to shape your education system? Are you driven to meet the challenges and opportunities of a continuously shifting educational landscape? If you are, then our Shippensburg University's Educational Leadership, EdD program will empower you with the skills and tools needed today and tomorrow.
<https://www.ship.edu/programs/educational-leadership/>
 - **Superintendent's Letter of Eligibility Certification:** This program includes a series of six field residencies leading to the Superintendent's Letter of Eligibility or in the case of alternative pathway students, eligibility for a commission as a superintendent/assistant superintendent. All work is done in the candidate's home district and can be completed in one-and-a-half years. Each residency has four credits and is co-supervised by a university faculty member, a practicing expert in the field and a district-based facilitator/mentor.
<https://www.ship.edu/programs/superintendents-letter-eligibility-certification/>