Shippensburg
UNIVERSITY

2024 Student Teaching Handbook

A Guide for Cooperating Teachers & University Supervisors

PLANNING ASSESSING REFLECTING

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

www.ship.edu/academics/colleges/coehs/teacher-prep-program/gates-matrix/

www.ship.edu/academics/colleges/coehs/ncate_caep_accreditation/conceptual_framework/

SHIPPENSBURG UNIVERSITY
HANDBOOK FOR STUDENT TEACHERS

Statements of Compliance
www.ship.edu/about/statements_of_compliance

In compliance with state and federal laws, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act of 1990, Shippensburg University provides equal educational, employment, and economic opportunity for all persons without regard to race, color, religion, national origin, age, sex, or disability. This policy extends to disabled veterans and veterans of the Vietnam era. The Office of Human Resources, Located in Old Main 109, coordinates the university's compliance with laws and regulations relating to equal opportunity, sexual harassment, and ADA accommodation. Statements of Compliance can be found here at *www.ship.edu/about/statements_of_compliance/ and more information regarding Title IX can be found at: https://www.ship.edu/about/offices/hr/title_ix_statement/.*

Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the 2020 regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator at title9@ship.edu or by calling 717-477-1323.

The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during: 1. a classroom discussion; 2. in a writing assignment for a class; 3. or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy found at *www.ship.edu/globalassets/administration-finance/policies/101-003-protection-of-minors-policy.pdf.*

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are set forth at: *www.ship.edu/globalassets/administration-finance/policies/701-002-sexual-misconduct-policy.pdf and https://www.ship.edu/life/resources/PAGE/links_and_resources/.*

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

> *"When you learn, teach. When you get, give."*
>
> Maya Angelou

Thank you for your willingness to mentor a Shippensburg University Student Teacher this semester. Student teaching is the final step and perhaps the most important experience in the educational journey of each teacher education candidate's preparation.

Our shared goal is to prepare each candidate to become a highly effective professional, one who is a resilient influencer, problem-solver, reflective practitioner, and life-long scholar educator. Student teaching is an intensive internship designed to immerse pre-service teachers in an environment in which each Student Teacher plans standards-based and data responsive lessons, analyzes learners' cognitive, social-emotional, and behavior learning outcomes, and adapts teaching styles to optimize outcomes for all learners. This time and dedication that you are devoting to enrich a new educator is essential to building a professional sense of belonging, one that welcomes new educators into our classroom arenas.

- With your support as a Cooperating Teacher, this collaborative and supervised teaching experience should be viewed as a learning opportunity, one in which your Student Teacher will benefit from your expertise and insights.
- Your encouragement and explicit feedback will guide and nurture your Student Teacher 's content knowledge, pedagogical skills, and professional dispositions.
- Through your guidance, your Student Teacher will integrate theory and practice into classroom routines and instructional strategies with the goal of addressing and strengthening learners' growth mindsets while also attending to district mandates and curricular expectations.

Thank you for welcoming our Shippensburg Student Teacher into your classroom environment! We value and appreciate your patience, caring, and attention to documenting your Student Teacher's levels of mastery in accordance with competencies outlined by the Shippensburg University's Conceptual Framework, the Pennsylvania Department of Education, and as part of our accreditors, namely the Council for the Accreditation of Educator Preparation and the Middle States Commission on Higher Education.

We are grateful for your partnership and welcome your feedback. Please refer questions, concerns, and comments to fieldexperiences@ship.edu or call 717-477-1487.

Warmest regards,
Office of Partnerships, Professional Experiences, and Outreach
Shippensburg University

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FOREWORD

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

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 our colleagues who assist, scaffold, and encourage—thank you for your generosity in sponsoring new teachers! Student teachers become *effective teachers* with the support of many skilled and dedicated professionals as well as family and community members.

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

Office of Partnerships, Professional Experiences, and Outreach
College of Education and Human Services
Shippen Hall 354
fieldexperiences@ship.edu
717-477-1487
www.ship.edu/coehs/field-services/office_of_field_services/

COLLEGE OF EDUCATION & HUMAN SERVICES

MISSION STATEMENT

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

GOALS

We strive to instill a sense of responsibility, commitment, and professionalism in our students who provide service to people and institutions. At the same time, we strive for expertise in major areas of study by:
- Incorporating a significant liberal arts component into each of the professional programs.
- Identifying outcomes to measure effectiveness of programs.
- Preparing students to demonstrate ethical practices related to common social behavior and legal issues.

COMMITMENT TO ETHICAL PRACTICE

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

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

CONCEPTUAL FRAMEWORK and ACCREDITATION

The framework for the Apprenticeship Model allows Shippensburg University to contextualize the documentation of undergraduate, graduate, and doctoral candidates' learning outcomes in relation to our philosophy, our mission, and our Conceptual Framework competencies. Key assessments have been collaboratively designed and vetted within our 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 competency is linked to CAEP/INTASC, SPA, and PDE standards to ensure alignment with national and state compliance expectations for accreditation.

www.ship.edu/academics/colleges/coehs/ncate_caep_accreditation/conceptual_framework/

WE VALUE OUR COMMITMENT TO NATIONAL ACCREDITATION!

Shippensburg University's Teacher Education Programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) - www.caepnet.org

For more information pertaining to our accreditation guidelines and data outcomes, please see: *www.ship.edu/academics/colleges/coehs/ncate_caep_accreditation/caep-education-preparation-provider-epp-data/.*

INTASC STANDARDS as Part of Council for the Accreditation of Educator Preparation (CAEP)

Standard 1:   Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2:   Student Development

The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.

Standard 3:   Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4:   Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5:   Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6:   Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7:   Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8:   Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9:   Reflective Practice: Professional Growth

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being grouping options (individual, small-group, whole-class, and community).

Guidelines and Resources

Cooperating Teachers
&
University Supervisors

WHO IS WHO?

Office of Partnerships, Professional Experiences, and Outreach (OPPEO) is dedicated to collaborating with school districts administrators, faculty, and staff to assign Student Teachers to Cooperating Teachers who meet requirements outlined by the Pennsylvania Department of Education and in alignment with Shippensburg University's commitment to placing pre-service and Student Teachers into classroom environments that foster a sense of belonging while learning to teach. The OPPEO is affiliated with the College of Education and Human Services and is under the direction of the Dean.

College of Education and Human Services
Shippen Hall 352-360
COEHS@ship.edu
www.ship.edu/academics/colleges/coehs/

Cooperating Teacher

A Cooperating Teacher is a tenured classroom teacher assigned to the daily supervision of the Student Teacher. Specific Pennsylvania requirements are:
- At least three years of certified teaching experience on the appropriate certificate; one of which is in the district where the teacher education candidate is assigned.
- Being certified in the content area being sought by the Student Teacher; and
- Having a teaching assignment appropriate to the subject competency of the teacher education candidate.

The Cooperating Teacher should be classified as a highly competent teacher, demonstrate expertise in the classroom, be skilled in interpersonal relationships, and interested in guiding the Student Teacher. By assuming the responsibility of guiding a Student Teacher, the Cooperating Teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher. The principal role of the Cooperating Teacher is to show the Student Teacher how to put into practice the principles of teaching.

Student Teacher

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

University Supervisor

The University Supervisor is the individual assigned by Shippensburg University to serve as liaison between the University, the Cooperating Teacher, and the Student Teacher. In some cases, a Student Teacher may have more than one University Supervisor. The principal responsibility of the University Supervisor is to assist the Student Teacher in developing teaching competency. The University Supervisor must determine the assistance needed and then use knowledge, skills, and resources to assist the Student Teacher.

OPPORTUNITIES, GUIDELINES & OUTCOMES for COOPERATING TEACHERS

The successful outcome of the student teaching experience is dependent upon the collaborative and positive relationship among the Student Teacher, Cooperating Teacher, and University Supervisor.

Building a Sense of Belonging

- Prepares the learners for a second teacher in the classroom.
- Orients the Student Teacher to the physical facilities and to material resources such as those found in the library or media area.
- Provides the Student Teacher with a tentative schedule, classroom books, school handbook, desk, and storage area.
- Plans initial activities that will allow the Student Teacher to become involved in the classroom routine immediately.
- Checks daily lessons and long-range plans well in advance of their intended use.
- Provides opportunities for the student to observe effective teaching styles, processes, and procedures through the use of current materials and strategies.
- Provides the Student Teacher experiences for measuring and evaluating student growth and development; the Student Teacher should prepare a variety of tests, assessment tools, and evaluation situations.
- Informs the students that the Student Teacher is "in charge" when teaching.
- Helps the Student Teacher realize that without proper classroom management learning cannot be accomplished; good planning and instruction will do much to minimize the need for extreme discipline measures.
- Assists the Student Teacher in assimilating experiences into appropriately structured teaching/learning strategies and procedures, i.e., long/short range planning and subsequent instruction.
- Develops within the Student Teacher an awareness of classroom management skills, professional responsibilities, and faculty/administration support.
- Works closely with the University Supervisor to avoid giving contradictory information to the Student Teacher.

Reinforcing Resilience and Wellness

- Intervenes in the middle of the class period ONLY when he/she is certain of irreparable damage to the students. Like everyone else, Student Teachers can and will learn from their mistakes. If the Cooperating Teacher must take over, it should be done with tact and finesse.
- Schedules a conference with the Student Teacher as soon as possible after the conclusion of the lesson to help him/her determine why the situation occurred and what measures could be taken to handle a similar situation in the future.
- Confers with the University Supervisor if the Student Teacher cannot be permitted normal responsibility without jeopardizing the best interest of the students. If dispositional expectations are not met, changes to the placement may result.
- Addresses parental concerns (along with the principal) regarding their son/daughter being taught by a Student Teacher.

Fostering Professional Development

- Advises and guides the Student Teacher in proper interpretation and involvement in faculty room experiences and discussions.
- Encourages professional reading.
- Prepares the Student Teacher for interactions with parents, administrators, and/or other teachers.
- Guides the Student Teacher to become conscious of the application of professional ethics to the many and varied situations which may arise.

Providing Consistent Evaluation for Systematic Growth

- Makes evaluation a continuous process.
- Helps the Student Teacher analyze each lesson taught, determining strengths and areas of growth.
- Evaluates student teaching experiences at the end of each day and provides pertinent feedback which will promote continuing improvement.
- Schedules a conference time each week to evaluate progress and to plan for subsequent experiences. This conference time should be:
  - used to discuss teaching techniques, strategies, and teaching materials.
  - analyze problems which may have occurred that require attention.
  - Assess areas of teaching that have been successful as well as areas of growth.
- Completes a recommendation for each Student Teacher.
- Guides the Student Teacher's self-evaluation at the midpoint and at the close of the assignment.
- Reports the status of professional growth and development of the Student Teacher to the University Supervisor.
- Evaluates the Student Teacher on the four domains of Danielson, including the sub-domains, and provides written feedback related to the candidate's progress in each domain.

OPPORTUNITIES, GUIDELINES & OUTCOMES for UNIVERSITY SUPERVISORS

Establishing Professional Partnerships

- Develops and maintains a professional relationship between Cooperating Teacher, school administration, and Student Teacher.
- Works with the school administration and the Cooperating Teacher to help the Student Teacher make the transition to a professional teacher.
- Schedules an initial conference with each Cooperating Teacher to discuss the expectations of the student teaching experience.
- Be available as a resource person for the assigned Cooperating Teacher and Student Teacher.
- Works closely with the Cooperating Teacher to avoid giving contradictory information to the Student Teacher.
- Helps Student Teachers to analyze their teaching experiences.
- Confers with school administrators to discuss issues concerning the student teaching program and/or particular Student Teachers.
- Serves as a liaison between Student Teachers and the building and district personnel.

Coordinating Collaboration and Feedback

- Reviews the manner and logistics of observations and conferences.
- Reviews the type, level, and intensity of experiences which contribute to the growth of Student Teachers.
- Provides guidance and information to aid the Cooperating Teacher in preparing an evaluation of the Student Teacher's performance.
- Observes the Student Teacher's teaching and provide guidance to make his/her teaching more effective and efficient.

Addressing Concerns and/or Issues During Student Teaching

- Assists Student Teachers with problems which may arise during the student teaching experience. The University Supervisor should serve as a liaison between the Student Teacher and the school. The University Supervisor should make every reasonable effort to assist the Student Teacher in making the adjustment to the professional world. This may entail more than the minimum number of observations, more frequent conferences, three-way conferences, etc. The University Supervisor is also responsible for enlisting the aid of the Director of Partnerships, Professional Experiences, and Outreach to utilize other university services including the Units' dispositional expectations for candidates.
- Reports any major problems concerning a Student Teacher to the Director of Partnerships, Professional Experiences, and Outreach.

Providing Consistent Evaluation for Systematic of Growth

- Works with the Cooperating Teacher in evaluating the Student Teacher in terms of growth in skills and techniques in teaching.
- Observes each teacher candidate a minimum of six times per semester or three times per 8-week assignment. An observation may be announced or unannounced. In order to gather sufficient information and to provide effective feedback, an observation should include a complete lesson. During the observation, the Student Teacher's lesson plan as well as the implementation of the plan should be considered by the supervisor. If possible due to the teaching schedule, each observation should be immediately followed by a conference with the Student Teacher.
- Provides constructive feedback through positive comments and when applicable, noting areas of growth along with providing suggestions for improvement.
- Data gathered from observations will be utilized in the preparation of performance ratings for the Student Teacher.
- Evaluates each observation and confers with the Student Teacher and the Cooperating Teacher.
- Schedules a mid-assignment conference with the Cooperating Teacher and Student Teacher to discuss the progress of the Student Teacher with all appropriate assessment documentation.
- Conducts an end-of-assignment conference with the Cooperating Teacher and the Student Teacher for the purpose of completing the overall evaluation of the Student Teacher and completing the PDE 430 and other appropriate assessment documents.
- Assigns the final grade in consultation with the Cooperating Teacher.
- Completes a recommendation for each Student Teacher.
- Evaluates the Student Teacher on the four domains of Danielson, including the sub-domains, and provides written feedback related to the candidate's progress in each domain.

STUDENT TEACHER REQUIREMENTS AND RESPONSIBILITES

The Cooperating Teacher and University Supervisor should plan together to establish specific requirements for the Student Teacher. Student Teachers should be responsible for the following:

- Assuming full responsibility for the class/schedule for a period of time to which the Cooperating Teacher and University Supervisor agree; the decision concerning how and when to increase a Student Teacher's classroom responsibilities should be a joint decision, involving all three key participants – the Cooperating Teacher, the Student Teacher, and the University Supervisor.
- Writing daily lesson plans for all lessons taught.
- Using educational technology either alone or in conjunction with the Cooperating Teacher.

The Student Teacher should assume a series of gradually more challenging tasks. The Student Teacher should:
- Begin with observations.
- Continue with assisting the mentor teacher or department/grade level members with small tasks such as tutoring or teaching small groups.
- Progress to responsibility for instructing one or more subjects/classes.
- Proceed to full responsibility for instructing the class/schedule (if appropriate).

Progress in the assignment of new tasks will depend upon the readiness of the Student Teacher and the needs of the students. The Cooperating Teacher should give consideration to the Student Teacher's satisfactory completion of tasks at each stage. The Student Teacher is expected to participate in all aspects of teaching, including but not limited to attending faculty meetings and parent conferences, reviewing homework, and administering assessments.

"One book, one pen, one child,

and one teacher can change the world."

Malala Yousafzai.

COOPERATING TEACHER SUGGESTIONS
TO ASSIST IN PLANNING FOR THE STUDENT TEACHING EXPERIENCE

Initial Meeting and Conference (if possible)

_____ Review your Student Teacher's autobiographical information.
_____ Provide an overall picture of your students and your classroom.
_____ Specify certain basic teaching responsibilities for the Student Teacher (example: lunch count, attendance, etc.).
_____ Establish a weekly conference time.
_____ Discuss general policies for classroom management.
_____ Exchange home and/or cell telephone numbers (suggested).
_____ Provide a copy of teaching schedule (if possible).

Before the Student Teacher Arrives

_____ Inform the students and parents.
_____ Collect materials and textbooks for the Student Teacher to use.
_____ Dedicate a desk and workspace for the Student Teacher.
_____ Make a copy of the detailed class schedule for the Student Teacher.
_____ Verify the Student Teacher's arrival with the principal and office staff.
_____ Duplicate copies of class lists, seating charts, and the school calendar.

On the First Day

_____ Involve the Student Teacher in observing:
    _____ how students are called into a group;
    _____ how students are dismissed from a group;
    _____ verbal and non-verbal signals the teacher uses;
    _____ how students get ready for lunch, recess, library, specials, etc.;
    _____ how classroom routines are established.
_____ Provide opportunity for Student Teacher to interact with the students by:
    _____ working with large groups;
    _____ working with small groups;
    _____ helping individual students with seatwork, classroom assignments, projects, etc.

During the First Week

_____ Introduce the Student Teacher to the school staff. This could be done at a faculty meeting or by a note of introduction to staff.
_____ Help the Student Teacher to become familiar with the school facilities.
_____ Orient the Student Teacher to the school, appropriate school and district personnel, support services, students, and community.
_____ Share school rules, regulations, policies, and the faculty handbook.
_____ Discuss expectations for the Student Teacher regarding:
    _____ confidentiality
    _____ working hours
    _____ reporting times
    _____ procedures to follow in case of illness
    _____ procurement of supplies
    _____ other general responsibilities
_____ Review the school district's discipline policy.
_____ Give the Student Teacher opportunities to adjust to being in front of the class.
_____ Explain your methods of assessment, record keeping, and communication with parents.
_____ Help the Student Teacher become familiar with the location, operation, and procedures or using various pieces of instructional equipment.
_____ Share curriculum and review educational goals.
_____ Confer with the Student Teacher daily.

_____ Afford the opportunity for Student Teacher to learn the students' names by:
     _____ writing brief observations of each student when applicable or having access to class roster(s);
     _____ observing any special needs of the students;
     _____ establishing individual relationships with the students.
_____ Allow for opportunity to become familiar with managements tasks by:
     _____ taking responsibility for daily attendance, lunch count, lunch and/or milk monies;
     _____ learning procedures for transition of groups and activities.
_____ Share grading procedures by:
     _____ discussing which criteria are emphasized;
     _____ discussing the report card used by the school system;
     _____ learning the methods used for determining grades and for keeping grades.
_____ Allow engagement in directed observation by Student Teacher by:
     _____ observing how a lesson is introduced, how a group is called together, and dismissed, how new material is introduced;
     _____ reviewing manuals and learning the procedures for using them.
_____ Review the Cooperating Teacher's presentation by:
     _____ following the teacher's written lesson plan;
     _____ discussing the outcome of the lesson.
_____ Share classroom management techniques by having the Student Teacher:
     _____ noting management strategies that work with each class;
     _____ establishing authority with the students.
_____ Encourage the Student Teacher to actively participate in the teaching process by:
     _____ teaching a lesson to the entire group;
     _____ teaching a small group activity planned by the Cooperating Teacher;
     _____ working with individual students who are having difficulties;
     _____ assuming more classroom responsibilities, depending upon the readiness of the Student Teacher; some need more time to gain confidence.

During the Second Week

_____ Discuss the developmental characteristics of the age group currently being served.
_____ Discuss unique student characteristics which directly affect student learning.
_____ Check lesson plans prior to utilization.
_____ Provide Student Teacher with opportunities to observe and to be involved in parent conferences.
_____ Permit the Student Teacher to accept more teaching responsibilities by:
     _____ completing the planning to meet students' individual needs;
     _____ evaluating the Cooperating Teacher's plans and actual teaching to see why certain activities were carried out or modified;
     _____ differentiating among types of questions asked by the Cooperating Teacher and understanding why different types of questions are used;
     _____ listening carefully to students to be able to respond in an appropriate manner;
     _____ taking responsibility for one group activity such as teaching a reading group or a specific class;
     _____ leading a group discussion.
_____ Allow the Student Teacher to assume the role of the teacher by:
     _____ making decisions based on the Cooperating Teacher's rules and policies;
     _____ being aware of the effect of the Cooperating Teacher's verbal and nonverbal behavior;
     _____ solving discipline problems consistent with policies acceptable to the Cooperating Teacher.
_____ Provide frequent written and oral feedback to the Student Teacher.
_____ Alert the principal and University Supervisor immediately if significant problem areas emerge.
_____ Confer with the Student Teacher daily.

Beginning the Third Week to End of Student Teaching

_____ Promote self-evaluation of lessons by the Student Teacher. This reflection will help him/her to develop a perception of his/her strengths and areas of need.

_____ Give the Student Teacher an opportunity to accept full responsibility for the class/schedule.

_____ Encourage increasingly independent lesson plan development by the Student Teacher.

_____ Continue informal daily evaluations noting the Student Teacher's strengths and areas of need.

_____ Assist the Student Teacher in developing skills to analyze his/her teaching performance, techniques and strategies.

_____ Commend the Student Teacher for his/her strengths.

_____ Permit the Student Teacher freedom to try his/her own ideas and techniques; reassure the Student Teacher that just because a technique failed, it was not necessarily due to poor judgment or an inadequate instructional strategy or technique.

_____ Demonstrate techniques which will help the Student Teacher remediate weaknesses.

_____ Confer with University Supervisor throughout the term and in preparing the final Student Teacher evaluation.

_____ Complete and share your observation evaluations with Student Teacher and University Supervisor.

_____ Complete and share your mid and final evaluations with Student Teacher and University Supervisor.

_____ Submit evaluations with signatures to the University Supervisor.

UNIVERSITY SUPERVISOR SUGGESTIONS
TO ASSIST IN PLANNING FOR THE STUDENT TEACHING EXPERIENCE

Information and Orientation

_____ Explain the goals, philosophy, and organization of the teacher preparation program.

_____ Confer about the experiences and responsibilities the Student Teacher should have under the direction of the Cooperating Teacher.

_____ Explain procedures used to evaluate the Student Teacher.

_____ Serve as a resource person for the Cooperating Teacher and school district.

_____ Assist the Cooperating Teacher in completing the official paperwork required for the program.

Classroom Visitations and Observations

_____ Contact the cooperating teacher and Student Teacher within the first week.

_____ Observe the Student Teacher for a full period during each of the required six visits.

_____ Consult regularly with the Cooperating Teacher on the performance of the Student Teacher.

_____ Discuss with the Cooperating Teacher possible techniques and methods for use by the Student Teacher.

_____ Invite the Cooperating Teacher's suggestions and recommendations for enhancing the Student Teacher's experience.

Evaluations

_____ Evaluate in written and oral form the performance of the Student Teacher in the classroom or laboratory.

_____ Confer with the Cooperating Teacher following each classroom or laboratory observation.

_____ Discuss the final evaluation of the Student Teacher with the Cooperating Teacher prior to awarding the final grade(s).

CHECKLIST FOR STUDENT TEACHER & COOPERATING TEACHER OVERVIEW

DIRECTIONS: Use this list to spark conversations and discussions to guide the student teaching experience, expectations, and outcomes.

Contractual Times & Supervisory Duties

_____ AM arrival time

_____ PM departure time

_____ Recess, library, study hall, cafeteria & bus duty

_____ Restrooms

_____ Halls

_____ Assemblies

_____ Before/after school supervision

_____ Other duties

_____ Attendance

_____ Daily announcements

Student Information *(Consult District Policy)*

_____ Names

_____ 504 plans & IEPs (accommodations & modifications)

_____ Methods for grouping and flexibility of the groups

_____ Special seating arrangements

_____ Special health and physical needs of students (allergies, etc.)

_____ Appropriate home & family information

_____ Procedures for involving school counselors, social workers, & parents in helping students

_____ Explain effective communication strategies for building partnerships with parents/guardians

_____ Share tips for conducting parent-teacher conferences & addressing concerns professionally

Curriculum, Instruction, and Materials

_____ Review the course of study & units for semester

_____ Review the curriculum maps

_____ Obtain textbooks, instructional aids, & reference materials

_____ Learn the location of these materials.

_____ Discuss student supplied vs. teacher supplied materials

_____ Demonstrate effective lesson planning techniques

_____ Demonstrate effective strategies for modifying lessons &   curriculum for needs of diverse learners

_____ Share effective methods for aligning lessons with curriculum

_____ Model various instructional techniques, such as direct instruction, group work, & hands-on activities Scheduling **Considerations**

_____ Learning Support, Emotional Support, etc., considerations

_____ Speech & other "pull-outs"

_____ Music lessons & other "specials" or "electives"

_____ Tutors & remediation courses

_____ Therapeutic/counseling groups & other PBIS interventions

_____ Resource room

_____ State Testing

_____ Inclement weather & virtual instruction scheduling

Keep the University Supervisor Informed

_____ Provide school and classroom schedules

_____ Share whatever information the University Supervisor needs (school rules, regulations, policies)

_____ Communicate regularly

_____ Communicate any concerns or questions

Classroom, Library, & Facilities Procedures

_____ Method used to take and record attendance

_____ Method used to take and record lunch count

_____ Procedure to send and receive messages

_____ System or procedure used to dismiss students to other classes,

recess, lunch, busses & fire drills

_____ Method used to distribute, collect & store materials

_____ Procedures for students who finish class work early

_____ Hall/lavatory/nurse passes & procedures

_____ Grading forms and systems

_____ Explain how to effectively grade & provide feedback

_____ Report cards

_____ Discipline forms & procedures

_____ Share strategies for handling discipline issues & promoting

student engagement

_____ Behavior tracking sheets

_____ Positive behavior support (PBIS) forms & procedures

_____ Health records & procedures

_____ Permanent record forms & procedures

_____ SAP procedures and forms

_____ IEP & 504 records & procedures

_____ Health/Nurse forms & procedures

_____ Procedure to requisition & location of supplies

_____ Supplies with free access vs. requiring special permission

_____ Smartboard or projector

_____ Copier & laminator machines & their procedures

_____ Ask about any other relevant classroom technology

_____ Review Library checkout & return procedures

_____ Identify the location of counseling, main, & service-provider offices

_____ Become familiar with the available library materials, district technology, computer software, & curriculum materials

_____ Become familiar with the physical facilities of the school

Other Strategies & Discussions

_____ Demonstrate arranging furniture & materials for learning environment

_____ Explain strategies for maintaining an organized classroom

_____ Explain techniques for establishing & maintaining a positive classroom culture

_____ Show ways to create a supportive & inclusive learning environment for all students

_____ Discuss strategies for building positive relationships with students & providing emotional support

_____ Highlight the importance of collaborating with colleagues & participating in professional development opportunities

PDE REQUIREMENTS FOR STAGE IV FIELD EXPERIENCES

PURPOSE: THIS INFORMATIONAL CHECKLIST IS A GUIDE TO ENSURE THAT THE STUDENT TEACHER'S EXPERIENCE ALIGNS WITH STAGE IV COMPETENCIES. THIS FORM IS NOT A REQUIRED EVALUATION, NOR IS IT REQUIRED TO BE SUBMITTED TO THE COOPERAING TEACHER OR UNIVERSITY SUPERVISOR.

☐ Student teaching includes a minimum of 12 weeks full-time in the classroom with increasing teaching responsibility to completely simulate the role of a grades K-12 educator.

☐ For greater than half of the student-teaching experience, the teacher candidate will assume full responsibility as demonstrated by effective methods for the planning & delivery of instruction in the classroom.

☐ Candidates should be given the opportunity to split their placements in different grade levels & organizational structures, i.e., an elementary & a high school; a middle school & a high school; etc., in order to demonstrate proficiency at different ends of the K-12 spectrum.

☐ Cooperating Teachers must be certified for 3 years, 1 of which must be in the placement.

☐ Observation log signed by Cooperating Teacher.

☐ Observation write-up by teacher candidate.

☐ Observation feedback provided by university instructor.

☐ On-site visitation by university instructor.

☐ Group meeting once a week with the university instructor so that field experience is linked to current courses & practices.

☐ PDE 430 Form.

COMPETENCIES HAVE BEEN MET WHEN THE CANDIDATE (see next page):

A. PLANNING & PREPARATION	☐Stage 4. A. 1: Links content to related research-based pedagogy based on sound educational psychology principles in short- & 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 & summative assessments to adapt learning goals that match individual student needs. ☐Stage 4. A. 5: Plans short- & long-range instruction using appropriate resources, materials, technology, & activities to engage students in meaningful learning, based on their instructional goals. ☐Stage 4. A. 6: Assesses existing resources & creates and/or accesses additional instructional resources appropriate for learners under their responsibility.
B. CLASSROOM MANAGEMENT	☐Stage 4. B. 1: Maintains & promotes a culture which values the development of meaningful, caring, & respectful relationships between teacher & students & among students. ☐Stage 4. B. 2: Creates & maintains a prepared classroom environment as a necessary element to support optimal learning opportunities. ☐Stage 4. B. 3: Uses classroom resources to support equity & maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, & ability. ☐Stage 4. B. 4: Assesses classroom resources in order to make adaptations & accommodations required to differentiate instruction for all learners. ☐Stage 4. B. 5: Engages in proactive communication with families & community contacts. ☐Stage 4. B. 6: Develops and/or supports systems for student transitions, as well as procedures & routines for instructional & non-instructional responsibilities.

C. INSTRUCTIONAL DELIVERY	☐Stage 4. C. 1: Uses effective verbal & non-verbal communication techniques. ☐Stage 4. C. 2: Uses effective questioning & discussion techniques. ☐Stage 4. C. 3: Uses a variety of appropriately selected instructional strategies according to age, gender, individuality, culture, ability, & skill & which reflect evidence of student engagement, new learning, & assessment. ☐Stage 4. C. 4: Uses instructional technology & 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 & informal assessments to measure student responsiveness to instruction. ☐Stage 4. C. 8: Constructs a thoughtful & accurate assessment of a lesson's effectiveness & the extent to which learning goals were achieved & can offer alternative actions if necessary. ☐Stage 4. C. 9: Actively seeks, & is responsive to, constructive feedback offered by the Cooperating Teacher & University Supervisor. ☐Stage 4. C. 10: Clearly communicates instructional goals, procedures, & content. ☐Stage 4. C. 11: Accesses communication technologies to communicate with families regarding student progress.
D. PROFESSIONAL CONDUCT	☐Stage 4. D. 1: Communicates with Cooperating Teacher regarding instructional & non-instructional record keeping, procedures, routines, & timelines; including grading, attendance, lesson plans, parent communication, & inter-school needs & assumes these responsibilities as permitted. ☐Stage 4. D. 2: Participates in district, college, regional, state and/or national professional development growth & development opportunities. ☐Stage 4. D. 3: Exhibits integrity, ethical behavior & professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state, & federal laws & regulations. ☐Stage 4. D. 4: Avoids inappropriate relationships, conduct & contact with students. ☐Stage 4. D. 5: Applies safety precautions. ☐Stage 4. D. 6: Complies with school policies & procedures regarding professional dress, attendance, punctuality, & the use of technology. ☐Stage 4. D. 7: Cultivates professional relationships with colleagues, families, community; & avoids inappropriate relationships, conduct, & contact.

E. ASSESSMENT	☐Stage 4. E. 1: Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, & psychomotor. ☐Stage 4. E. 2: Makes norm-referenced & criterion-referenced interpretations of assessment results. ☐Stage 4. E. 3: Applies interpretations to inform planning & instruction for groups & individual students. ☐Stage 4. E. 4: Applies interpretations of status (PSSA) & growth (PVASS) assessment models to inform planning & instruction for groups & individual students. ☐Stage 4. E. 5: Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals. ☐Stage 4. E. 6: Constructs assessments to match curricular goals along a continuum of complexity (e. g., Bloom's taxonomy). ☐Stage 4. E. 7: Assesses their own professional growth through focused self-reflection.
F. KNOWLEDGE OF DIVERSE LEARNERS	☐Stage 4. F. 1: Appropriately responds to the unique characteristics & learning needs of diverse learners (age, gender, culture, or ability) in the classroom. ☐Stage 4. F. 2: Promotes a positive learning environment that values & fosters respect for all students. ☐Stage 4. F. 3: Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. ☐Stage 4. F. 4: Supports the growth & development of all students, particularly those traditionally underserved. ☐Stage 4. F. 5: Communicates with & engages families, caregivers, & the broader community.

Chapter 49 Updates and Compliance

Shippensburg University's Teacher Preparation Programs are dedicated to addressing recent updates to Chapter 49 regulations for Classroom Teachers, Student Teachers, and University Faculty. During the 2023-2024 academic year and as part of our goals for the 2024-2025 academic year, our Teacher Education Council, a committee of faculty and staff, has collaborated to update our content in our courses, adjustments to our assessments, and opportunities to expand our candidates' knowledge, pedagogical skills, and professional dispositions.

pennsylvania
DEPARTMENT OF EDUCATION

Structured Literacy (SL) Program Framework Guidelines

Introduction

On April 23, 2022, the final form amendments to **Chapter 49 (relating to Certification of Professional Personnel)** of Title 22 of the Pennsylvania Code became effective upon publication in the *Pennsylvania Bulletin*.[1]

22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania's Dyslexia Pilot and Expansion project demonstrated significant impact for students and school systems in the use of structured literacy.[2]

Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist.[3]

- Beginning with the 2022-2023 school year, PDE must establish a program of professional development and applied practice in structured literacy. The continuing professional development plans of each school entity must include training in structured literacy competencies/standards for the five specified certification programs.
- Educator preparation programs must integrate the structured literacy competencies/standards for the five specified certification programs no later than August 1, 2024.

For more information: see
www.stateboard.education.pa.gov/Documents/Structured%20Literacy%20Competencies%20Program%20Framework%20Guidelines.pdf

pennsylvania
DEPARTMENT OF EDUCATION

Culturally-Relevant and Sustaining Education (CR-SE) Program Framework Guidelines

Introduction

On April 23, 2022, the final form amendments to **Chapter 49 (relating to Certification of Professional Personnel)** of Title 22 of the Pennsylvania Code became effective upon publication in the *Pennsylvania Bulletin*.[1]

22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in culturally relevant and sustaining education (CR-SE).

Chapter 49 requires instruction in CR-SE to be integrated in educator preparation, induction, and continuing professional development programs as follows:[2]

- Continuing professional development programs must integrate the CR-SE competencies no later than the 2023-24 academic year.
- Educator preparation and induction programs must integrate CR-SE competencies no later than the 2024-25 academic year.

22 Pa. Code § 49.1 defines several terms and their definitions are provided in the glossary.

For more information: see
www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/Culturally-Relevant%20and%20Sustaining%20Education%20Program%20Framework%20Guidelines.pdf

Professional Ethics (PE) Program Framework Guidelines

Introduction

On April 23, 2022, the final form amendments to **Chapter 49 (relating to Certification of Professional Personnel)** of Title 22 of the Pennsylvania Code became effective upon publication in the *Pennsylvania Bulletin*.[1]

22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in professional ethics.

Chapter 49 requires instruction in professional ethics to be integrated in educator preparation, induction, and continuing professional development programs as follows.[2]

- Continuing professional development programs must integrate the professional ethics competencies no later than the 2023-24 academic year.
- Educator preparation and induction programs must integrate the professional ethics competencies no later than the 2024-25 academic year.

22 Pa. Code § 49.1. Definitions defines "professional ethics" as the standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values, and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators (MCEE), as adopted by the Pennsylvania Professional Standards and Practices Commission. See Appendix A.

For more information: see
www.education.pa.gov/Documents/Teachers-Administrators/Certifications/Professional%20Ethics%20Program%20Framework%20Guidelines.pdf

EVALUATION POLICIES AND PROTOCOLS

The Cooperating Teacher and the University Supervisor should be as open and candid as possible in their evaluations of the Student Teacher. The Student Teacher should be fully aware of the assessment of his/her/their performance at all times.

Each semester, the Office of Partnerships, Professional Experiences, and Outreach will distribute a calendar which identifies the midterm date. Each Student Teacher will receive formal midterm evaluations (PDE 430 and Observation Report) as well as final evaluations (PDE 430, Observation Form, and Professional Dispositions) from the University Supervisor and the Cooperating Teacher. The University Supervisor and the Cooperating Teacher should share their respective evaluations and communicate them to the Student Teacher. This evaluation should be a joint effort between the University Supervisor and the Cooperating Teacher. All evaluation forms are to be submitted to the Office of Partnerships, Professional Experiences, and Outreach.

The evaluations should represent the assessment of the Student Teacher's performance by the University Supervisor and Cooperating Teacher at this juncture. Exemplary or Superior performance should be recognized and reinforced. If however, the student's performance is considered unsatisfactory, this must be communicated clearly and as early in the experience as possible. Unsatisfactory ratings require the development of a written Individualized Action Plan.

PROCESS FOR DOCUMENTING UNSATISFACTORY PERFORMANCE

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

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

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

There are two possible outcomes in Step Two:

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

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

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

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

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

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

EVALUATION TIMELINE

In accordance with state and national accreditation expectations, each assessment listed below represents our evaluation protocols used to identify each Student Teacher's strengths and limitations. Data gathered from these assessments are used to not only determine each Student Teacher's levels of mastery, but also to provide comprehensive evidence and competency-based outcomes that verify teacher effectiveness within and across each certification area Shippensburg University offers.

Type of Evaluation and Submission Expectations	Who Completes	Approximate Timeline
Mid-Point Evaluations *Email Sent from OPPEO with Assessment Survey Link*	Cooperating Teacher University Supervisor	4th week & 12th week
Mid-Point PDE 430 *Email Sent from OPPEO with Assessment Form/Survey Link*	Cooperating Teacher (to be completed by cooperating teachers of 16-week placements) University Supervisor	7th-8th week
Final PDE 430 *Email Sent from OPPEO with Assessment Form/Survey Link*	Cooperating Teacher (to be completed by cooperating teachers of dual placements & 16-week cooperating teachers) University Supervisor	7th-8th week 15th-16th week
Professional Dispositions *Email Sent from OPPEO with Assessment Survey Link*	University Supervisor Cooperating Teacher	By end of semester
Impact on Student Learning (as applicable) *Email Sent from OPPEO with Assessment Survey Link*	University Supervisor or Seminar Professor (as applicable)	By end of semester
Diversity Awareness Survey *Email Sent from OPPEO with Assessment Survey Link*	Student Teacher	During final professional development day
Quality Assurance Survey *Email Sent from OPPEO with Assessment Survey Link*	Student Teacher	During final professional development day
Self-Evaluation of Professional Dispositions *Email Sent from OPPEO with Assessment Survey Link*	Student Teacher	During final professional development day
Technology Preparation Survey *Email Sent from OPPEO with Assessment Survey Link*	Student Teacher	During final professional development day

EVALUATION DIRECTIONS

University Supervisor PDE 430 Evaluation Survey with InTASC Alignment

1. Use the paper PDE 430 rubric and guide within this survey to guide all 4 of your Teacher Candidate observations.
   - While you will use it for all 4 observations, **only the MID and FINAL scores count towards certification.** If your candidate scores a 1 or 0 at the mid-point (8 weeks) notify the OPPEO.
   - When the scores are added between the 2 rubrics to form an overall score—each category must have at least one (1) point in order for the candidate to be certified.
2. Submit your **MID and FINAL scores**, via the link provided to you by the OPPEO.
3. You will receive a digital copy of your answers. Share those emailed results or digitally scanned hard copies of that evaluation with the Teacher Candidate.

Cooperating Teacher PDE 430 Evaluation Survey with InTASC Alignment

1. Use the paper Modified Educator Effectiveness Rubric and guide within this survey to guide all 4 of your Teacher Candidate observations.
2. Submit your MID (8 week) and FINAL (16 week) scores digitally, via the link provided to you by the OPPEO.
3. Review and share each evaluation, providing a hard copy or a copy of your digital survey results, with the Teacher Candidate.

SU Stakeholder Professional Disposition

- All parties individually complete this survey at the end of the semester.
- Surveys completed by Cooperating Teachers and University Supervisors do not need to be shared with the Student Teacher.
- "Dual" student University Supervisors may choose to do their first 8-week Student Teachers at the midpoint. Both University Supervisors for "dual" Student Teachers should complete a separate dispositions survey.

SU Stakeholders Satisfaction Survey

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

Special Education Cooperating Teachers and Special Education Student Teaching Performance Profile

- The digital survey must be completed for any special education teacher candidate by their Cooperating Teacher at the end of the semester.

University Supervisor Impact on Student Learning (*As Applicable per Program*):

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

PDE 430 GUIDE: PENNSYLVANIA STATEWIDE EVALUATION FORM FOR STUDENT PROFESSIONAL KNOWLEDGE AND PRACTICE

The PDE 430 form is to serve as a permanent record of a Student Teacher/candidate'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.

Directions: Examine all sources of evidence provided by the Student Teacher/candidate 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 get a copy to the Student Teacher.

UNIVERSITY SUPERVISOR GUIDELINES FOR USING THE PDE-430

Heading and Signature Page

- The heading of the evaluation form contains biographical information regarding you/candidate being evaluated and the evaluation period.

- The subjects being taught, and the grade level should be clearly listed.

- Write the date on which the conference was held between you/candidate and the evaluator on the signature page of the PDE-430 form.

- Clearly state the school year and the term in the appropriate place on the signature page.

Categories of Evaluation

PDE 430 has 4 major categories addressing evaluation of Student Teacher/candidate. Each category has Student Teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

- **Category I- Planning and Preparation:** Student Teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student Teachers make plans and set goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context.

- **Category II- Classroom Environment:** Student Teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

- **Category III-Instructional Delivery:** Student Teacher/candidate, through knowledge of content, pedagogy, and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

- **Category IV-Professionalism:** Student Teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Levels of Proficiency in The Categories

- The categories presented on the PDE 430 provide knowledge, to the evaluator and you/candidate, of performance expectations and the required levels of proficiency for each category. The category's results are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.

  - You/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. The judgment of the performance for the rating of any category is based on:

    - *the rater's overall evaluation of performance in each category* **and**

    - *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high-level evaluation.*

Sources of Evidence

- The sources of evidence gathered by you and the evaluator should be considered by the evaluator to make a judgment about your performance/level of proficiency.

- It is also your responsibility to ensure the availability of evidence required for each of the categories evaluated. The evaluator and you will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of your performance/level of proficiency.

- Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that you, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.

- Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.

- The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

Justification For Evaluation

- After reviewing the results of your performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.

- This is a key section as it provides you with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why you are receiving a particular rating for the category. The evaluator's comments help to focus you on your specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

- **Note:** *The justification section may be expanded to whatever length the rater feels necessary to help you understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.*

Evaluation

- The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of your demonstrated performance will be made and checked, resulting in a particular level of proficiency.

- The signature of the evaluator, usually your supervisor, must be included. In addition, your signature and the appropriate signature dates must also be included. You do not have to agree with the judgments or statements of the evaluator in order to sign the form. You are obligated to sign the form once the evaluator has shared the contents of the form with you. You may annotate the form with "I disagree with this rating."

- The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide you with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to you. Additional pages may be added if necessary.

  - **Note:** *The level of proficiency indicated in each of the 4 categories will be added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.*

  - **Note:** *The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.*

General Requirements

1. Each Student Teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience-- once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.

2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give you an opportunity to correct or improve any deficiencies. The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, **resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete the overall assessment.** Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the candidate's college file. You should have a copy of your completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this in an internal document. **The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.**

**OPTIONAL COOPERATING TEACHER AND/OR UNIVERSITY SUPERVISOR TEMPLATE
FOR DOCUMENTING STUDENT TEACHING OBSERVATION AND CONFERENCE**

_____   _____   _____
Student Teacher Name   Assigned School   Cooperating teacher

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

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

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

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

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

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

	0=Failing; 1=Needs Improvement; 2=Proficient; 3=Distinguished				
CATEGORY III: INSTRUCTIONAL DELIVERY		0	1	2	3
A. **Communicating with Students** (directions and procedures, oral and written language; use of voice; goals and expectations clearly expressed)					
B. **Using Questioning and Discussion Techniques** (quality of questions, discussion techniques, student participation)					
C. **Engaging Students in Learning** (representations of content, variety of activities and assignments, grouping of students, instructional materials and resources, structure and pacing, effective use of instructional time)					
D. **Using Assessment in Instruction** (assessment criteria; feedback from students; student self-assessment and monitoring; quality: accurate, constructive, and specific; timeliness; informal and formal assessment)					
E. **Demonstrating Flexibility and Responsiveness** (lesson adjustment, response to students, persistence in seeking effective approaches)					
F. **Connecting Plan to Delivery** (implementing plan effectively; demonstrating PA standards; pedagogy appropriate to content)					
Comments about Category III: Instruction					

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

General Comment about Student Teacher's Progress and Potential:

_____   _____

Cooperating teacher Signature   Date

_____

Student Teacher Signature

**OPTIONAL COOPERATING TEACHER AND/OR UNIVERSITY SUPERVISOR TEMPLATE
FOR DOCUMENTING STUDENT TEACHING OBSERVATION AND CONFERENCE**

_____   _____   _____

Teacher Candidate Name   **School**   **Cooperating Teacher Name**

_____   _____ _____ _____   _____

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

OBSERVED ACTIVITIES / TIMELINE

PROGRESS OBSERVED (0=Unsatisfactory; 1=Satisfactory; 2=Superior; 3=Exemplary; Leave blank if not observed)									
	0	1	2	3		0	1	2	3
Category I: Planning and Preparation					**Category III: Instructional Delivery**				
Demonstrating Knowledge of Content & Pedagogy					Communicating with Students				
Demonstrating Knowledge of Students					Using Questioning and Discussion Techniques				
Setting Instructional Outcomes					Engaging Students in Learning				
Demonstrating Knowledge of Resources					Using Assessment in Instruction				
Designing Coherent Instruction					Demonstrating Flexibility and Responsiveness				
Designing Student Learning					Connecting Plan to Delivery				
COMMENTS ABOUT CATEGORY I					**COMMENTS ABOUT CATEGORY III**				
Category II: The Classroom Environment					**Category IV: Professionalism**				
Creating an Environment of Respect & Rapport					Reflecting on Teaching				
Establishing a Culture for Learning					Maintaining Accurate Records				
Managing Classroom Procedures					Communicating with Families				
Managing Student Behavior					Contributing to the School Community				
Organizing Physical Space					Growing and Developing Professionally				
					Showing Awareness of School/District/State Policies and Regulations				
COMMENTS ABOUT CATEGORY II					**COMMENTS ABOUT CATEGORY IV**				
AREAS OF MASTERY					**AREAS FOR IMPROVEMENT AND GROWTH**				

OVERALL COMMENTS / SUGGESTIONS / RECOMMENDATIONS

_____   _____
University Supervisor Signature   Date

_____   _____
Student Teacher Signature   Date

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

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name   First   Middle

Subject(s) Taught   Grade Level

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

PERFORMANCE EVALUATION

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

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

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

Sources of Evidence (Check all that apply and include dates, types/titles and number)
- ❑ Lesson/Unit Plans _____
- ❑ Resources/Materials/Technology _____
- ❑ Assessment Materials _____
- ❑ Information About Students _____
- ❑ Student Teacher Interviews _____
- ❑ Classroom Observations _____
- ❑ Resource Documents _____
- ❑ Other _____

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

Justification for Evaluation

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Student's Last Name   First   Middle

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

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

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

- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Student Teacher Interviews _____

- ❑ Visual Technology _____
- ❑ Resources/Materials/Technology/Space _____
- ❑ Other _____

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

Justification for Evaluation

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Student's Last Name   First   Middle

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

Student Teacher's performance appropriately demonstrates:

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

Sources of Evidence (Check all that apply and include dates, types/titles, or number)
- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Assessment Materials _____
- ❑ Student Teacher Interviews _____
- ❑ Student Assignment Sheets _____
- ❑ Student Work _____
- ❑ Instructional Resources/Materials/Technology _____
- ❑ Other _____

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

Justification for Evaluation

PDE-430

_____

Student's Last Name   First   Middle

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

Student Teacher's performance appropriately demonstrates:

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

Sources of Evidence (Check all that apply and include dates, types/titles, or number)
- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Assessment Materials _____
- ❑ Student Teacher Interviews _____
- ❑ Written Documentation _____
- ❑ Student Assignment Sheets _____
- ❑ Student Work _____
- ❑ Instructional Resources/Materials/Technology _____
- ❑ Other _____

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

Justification for Evaluation

PDE-430

_____

Student's Last Name   First   Middle

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

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

Justification for Overall Rating:

_____

Student's Last Name   First   Middle   Social Security Number

_____

District/IU   School   Interview/Conference Date

School Year: _____   Term: _____

Required Signatures:

Supervisor/Evaluator: _____   Date: _____

Student Teacher Candidate: _____   Date: _____

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* * <u>Confidential Document</u> * *   PDE-430

Excerpts from Student Teaching Handbook

The following documents represent information provided to Student Teachers and are included for the Cooperating Teacher's reference.

GETTING TO KNOW YOUR STUDENT TEACHING SCHOOL & COMMUNITY

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

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

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

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

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

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

IN YOUR SCHOOL AND CLASSROOM

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

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

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

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

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

- Excessive absences could result in an extension of student teaching as determined by the University Supervisor and OPPEO Office.
- Excessive absences and/or lateness could result in an unsatisfactory in the Professionalism Domain on the PDE-430 which would result in the student teacher with an inability to receive teaching certification.
- See section on personal safety under policies and procedures.

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

- **Cell phones and other electronic devices**: Silence and put away your cell phone when you enter the school. Model appropriate behavior by putting the students and classroom first. Cell phones should not be out during student recess.

- **Photography and videos**: Candidates are not permitted to photograph or video-record images of students in their placements for personal use. Under no circumstances should Images of students ever be posted to social media or other forms.

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

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

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

POLICIES AND PROCEDURES

STUDENT TEACHING PLACEMENTS

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

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

Undergraduate student teachers may not student teach:
- In the district from which they graduated high school
- In a district in which their own children are currently enrolled
- In a district in which they are currently employed

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

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

REQUESTING CHANGE OF PLACEMENT

If a Cooperating Teacher or school district requests a change of placement for a Student Teacher due to poor performance or other extenuating circumstances, new arrangements will be made immediately and an Individualized Action Plan (IAP) will be created to support the Student Teacher through this transition phase and to document explicit expectations and outcomes.

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

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

STRIKES AND WALKOUTS

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

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

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

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

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

DISMISSAL FROM STUDENT TEACHING

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

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

Student teaching is a Shippensburg University course. In the final analysis, the College of Education and Human Services personnel are legally responsible for submitting the grade a student teacher receives and for the subsequent recommendation for teacher certification.

PERSONAL SAFETY

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

VARSITY ATHLETICS AND OTHER CAMPUS ACTIVITIES

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

REGISTRATION IN OTHER COURSES

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

BOOKS, MATERIALS AND SUPPLIES

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

PROFESSIONALISM

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

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

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

Some excerpts are included below:

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

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

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

PROFESSIONAL DISPOSITIONS (also see Professional Ethics)

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

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

- Assuming primary responsibility for your progress.

- Maintaining on-going communications with your University Supervisor and Cooperating Teacher. Be proactive in addressing questions, concerns, uncertainties and potential problems.

- Establishing positive working relationships with school district personnel, including secretarial, custodial, cafeteria, counseling and nursing staff.

- Learning and adhering to all the policies, regulations, and disciplinary codes of the school to which you have been assigned.

- Presenting yourself professionally at all times - including attire, conduct and "vocabulary" during the school day and extracurricular activities; personal web space; and email and voicemail messages. If in doubt, discuss with your building principal and Cooperating Teacher what is considered appropriate for your particular assignment.

- Accepting and completing school assignments gracefully and competently as you perform the same teaching and non-teaching responsibilities as your Cooperating Teacher, including attendance at faculty meetings, parent-teacher conferences, and in-service professional development activities.

- Observing and learning from teachers in other grade levels and content areas. Take advantage of the wealth of ideas, knowledge and experience surrounding you.

- Inviting constructive feedback; for example, ask the principal to observe and critique your teaching or an activity you've planned.

- Being willing to "go that extra mile."

- Taking time to thank those who help you in the various ways that you need assistance.

PROFESSIONAL DRESS

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

- Dresses (no more than 2 inches above the knee).
- Skirts (no more than 2 inches above the knee).
- Slacks/Dress pants/Khakis.
- Blouses/ Shirts (button down or polo).
- Closed-toe shoes/Open-toe shoes with heels/ Dress shoes/loafers.
- Sport coats/jackets.
- Ties (optional) – highly recommended for the secondary setting.

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

- No short skirts or dresses.
- No shorts.
- No low necklines.
- No tight slacks.
- No spaghetti straps or tank tops.
- No exposed midriffs.
- No slogan T-shirts.
- No sweatpants or sweatshirts.

- Denim – Blue jeans are inappropriate in many school settings, except on "dress-down days." If you participate in the dress-day days, jeans should be free of holes.
- No flip-flops. Note: Some schools do not allow open-toe shoes/sandals.
- No yoga pants.
- Leggings are not pants. Leggings can only be worn with skirts, dresses, or long shirts that extend to mid-thigh.
- Offensive tattoos must be covered.
- Natural hair color only.

__Note__: Be mindful of carrying coffee cups, soda, etc. as this does not represent you well as a Student Teacher. In most buildings, students cannot carry coffee, soda, etc.; therefore, the Student Teacher should not.

SOCIAL NETWORKING & DIGITAL MEDIA SCENARIOS

Administrators, Cooperating Teachers, and students often view what candidates post to their social networking sites, in an effort to learn more about them. Candidates should take the time to review their social networks with this in mind and remove anything that might be considered inappropriate. Consider the extent to which your social media profiles represent you in ways that are favorable to prospective employers and colleagues. Candidates should neither friend or follow students on social networking sites nor invite students to friend or follow them. You are advised to be cautious when friending or following members of your placement school faculty or staff, particularly during the clinical experience.

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

Digital Medium	Communicating with Adult Peers	Communicating Teacher to Student
Cell Phone	• Share number with friends you choose • Answer those calls you want to when you want to • Exchange text messages as you wish	• Do not share your number with students or parents • Do not take calls from students • Do not send or respond to text messages from students
Email	• Share email contact information with friends and professional colleagues • Make email address publicly available using personal and professional judgment • Respond to email you want to when you want to	• Only ever share your email address with a student if it is agreed upon by parents and is consistent with school policy • Do not answer email from students that is not school-related and a part of sanctioned educational activities • 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 • Consider also telling students you will check this account only twice a day and then stick to that policy
Social Networking	• Post status updates, pictures, and other personal information so that friends can see it and respond	• Do not allow students and parents direct access to your social networking pages (by "friending" them, for example)

	• Respond to friends' postings as you wish • 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 • Do not post professionally critical or exposing comments of any kind on social networking sites	• Avoid becoming a Facebook friend of any student during or after student teaching • Avoid talking with students about your social networking activities except as instructionally relevant and in only general terms • Edit your social networking pages to remove any images or postings related to salacious, illegal, or personally controversial activities • Determine what you place on your social networking sites based on what you would openly talk about in class with an administrator present

SUGGESTED TIMELINES

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

Two 8-week Experiences

Weeks 1 - 2 Get to know schedules, routines, names, and curricula. Observe (with a focus) your Cooperating Teacher and other building teachers. Assist with activities as the Cooperating Teacher (CT) leads. With CT's guidance, 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.

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

One 16- Week Experience

Weeks 1- 3 Same as Weeks 1-2 above, plus: Identify action research topic, if part of your plan.
Weeks 4- 6 Same as Weeks 3-4 above, plus: Gather data or work on action research project.
Weeks 7- 9 Same as Weeks 5-6 above.
Weeks 10-12 Develop a second unit, continue with research project, or other assignments required by CT and/or US.
Weeks 13-16 Same as Weeks 7-8 above, plus: Complete research project, if applicable; observe in other classrooms.

SUBSTITUTE TEACHING POLICY

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

- The Student Teacher must obtain a positive recommendation from their first Cooperating Teacher and University Supervisor prior to being used as a substitute teacher.
- The Student Teacher may not be used as a substitute teacher until after the midterm of the 1st 8 weeks of the Student Teacher's college semester.
- An emergency exists (teacher illness, no qualified substitute is available, etc.).
- The school district or substitute company pays the Student Teacher the current per diem rate for substitute teachers. Therefore, the district or substitute company employs the Student Teacher. This policy must meet the requirements of both the school district policy and the teachers' contracts.
- The Student Teacher is never placed in an untenable position, such as feeling forced to substitute teach, for fear of negative professional repercussions.
- The school district guarantees that a full-time teacher or administrator has been designated to function as a contact and resource person for the Student Teacher.
- The substituting may occur in two situations:
    - In their assigned classroom of their Cooperating Teacher.
    - In the same building and certification grade-band.
- The maximum number of days that Student Teachers can substitute teach during their student teaching semester is **ten (10) days for the entire student teaching semester up until the 12-week mark.**
- Student Teachers will not be permitted to substitute for more than two (2) days in a row without the approval from the University Supervisor in consultation with the OPPEO.
- The Student Teacher must notify their University Supervisor immediately once they learn that they will be substitute teaching rather than student teaching.

> **Unless a Student Teacher is an approved substitute teacher and is being compensated as such on a particular day in alignment with the guidelines below, as well as Act 86 of 2016, they should not be alone in their host teacher's classroom as they are not a certified teacher.**
>
> **STUDENT TEACHERS HAVE THE RIGHT TO SAY NO TO BEINNG UTILIZED AS A SUB.**

STATE GUIDELINES

The integrity of the student-teaching experience must be protected. A candidate should have supervised experience which allows them to concentrate on applying the skills and knowledge they have acquired in their respective program. The following guidelines are to ensure the experience meets statutory requirements while also providing flexibility for the field.

- Substitute teaching does not replace the minimum 12-week supervised student teaching experience as required under 22 Pa. Code §354. 25(f).

- Post-Baccalaureate students who are working on an internship certificate or as a type 01 long-term substitute in the subject area of their certificate may have the supervised student teaching experience incorporated into the internship or long-term substitute service as long as the student teaching experience satisfies the criteria established in Chapter 354.

- The Student Teacher may not be the teacher of record unless they are a post-Baccalaureate candidate serving in a Type 01 long-term substitute capacity or on an internship certificate as identified above.

- Per 24 P. S. § 12-1219 each teacher preparation program approved by the department shall have a policy regarding allowing an individual undertaking a Student Teacher program under 22 Pa. Code § 354. 25(f) (relating to preparation program curriculum) and satisfying the requirements of section 1201. 1(1) to teach as a substitute in exchange for financial compensation, if the individual has received at least one satisfactory observation related to the individual's Student Teacher program. A teacher preparation program policy may not prohibit substitute teaching by individuals who have received at least one satisfactory observation related to their Student Teacher program.

- Student Teachers (students engaged in student teaching) may serve as a substitute for no more than 10 days for an individual professional or for 20 days for the school year if they meet the requirements of 24 P. S. § 12-1201. 1 and have received at least one satisfactory observation related to their Student Teacher program per 24 P. S. § 12-1219. The LEA (cooperating) teacher and IHE (supervisor) should work together to maintain the integrity of the student teaching experience.

- Student Teachers operating in accordance with the policy required under section 1219 may be compensated as determined by the LEA where they are working.

- Up to 50% of the student-teaching experience may be completed through a teaching experience in a cyber or remote learning environment.

PROCEDURE TO SUBSTITUTE

1. Complete substitute process as outlined by the school district for substituting. Most districts are using a sub service provider. Shippensburg University is NOT ESS or STS. They are your employer once you sign up with them.

2. Beginning in week four of the student teaching semester, the Student Teacher should utilize the "Substitute Approval Letter" (see forms section of this handbook) and obtain the necessary signatures AFTER they are observed once.

3. The Student Teacher should then submit the completed letter to the OPPEO Office.

4. A copy of the completed letter form can be submitted to the appropriate office in the school district. The submission of this letter would prompt the school district to consider the availability of the Student Teacher to function as a substitute teacher for no more than five days during the remaining student teaching semester.

5. The Student Teacher must complete the Attendance Google form for each day that they are substitute teaching.

6. At any time, Shippensburg University Teacher Education Program reserves the right to revoke the letter of approval for substituting.

PERMANENT EMPLOYMENT

School districts wishing to hire a Student Teacher who has met all state and university requirements, including Professional Seminar, for certification and graduation may make individual requests from the appropriate department and The Educational Field Experience Office to have a student released from student teaching to secure permanent employment. Each case will be reviewed on an individual basis with the best interest of the student in mind.

CAREER PLANNING

PROFESSIONAL DEVELOPMENT

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

UNIVERSITY CAREER CENTER

The Shippensburg University Career Center is a vast wealth of information. Visit their website regularly to explore information on your own relating to interviews, meeting minutes, and professional development. Resources and videos are available for reference.

Tips for Teaching in the Virtual World

High Energy: If you have great dynamism, the students will follow. But if you have low energy, they will too. Survey the virtual room and notice if anyone is lagging and offer encouragement.

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

Office Space: You need to set-up an instructional space that is professional regardless of where it is located in your home. You are a practicing teacher; therefore, your space should reflect this. Set-up a space with a desk. The office space is not your bed.

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

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

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

- Camera – this is a necessity if your laptop doesn't have a camera. You may need to purchase a webcam.
- Whiteboard – an inexpensive whiteboard can be picked up at Wal-Mart, Target, etc.
- Doc Camera – this is a great addition but may not fit into your budget.
- Cell Phone – keep your phone in a different room. It can be way too tempting to use it when there is a lull in work.
- Earbuds – keep a set of earbuds handy in case the computer microphone/audio doesn't work or there is unavoidable background noise.
- Pets – keep your pets in another room because they can be distracting to students.
- Camera On – you are a teacher now; therefore, your camera needs to be on at all times.
- Tech Tips – be aware of common technical issues that your students may encounter during online learning, such as microphones not working properly or embedded videos not playing in presentations.
- Books/Other Materials – you will need to have instructional materials at home including copies of textbooks, reading materials, children's books (as applicable), etc.

Office of Partnerships, Professional Experiences, and Outreach
College of Education and Human Services
Shippensburg University
1871 Old Main Drive
Shippen Hall 354
Shippensburg, PA 17257-2299
Office 717-477-1487
Fax: 717-477-4012

<u>Substitute Approval Letter</u>

To Whom It May Concern:

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

Sincerely,

_____

Student Teacher's Signature

Student Teacher's Name	**Student Teacher's Area of Certification(s)**

Cooperating Teacher Print Name/Title	**University Supervisor Print Name/Title**

OPTIONAL SHIPPENSBURG UNIVERSITY LESSON PLAN TEMPLATE

Week of:		**Date of Lesson:**	
Subject/Class:		**Grade Level:**	
Topic/Unit:		**Lesson Timeline:**	

Objectives/Learning Outcomes Think about the big ideas: what do you really want your students to accomplish in this lesson? • *The objective is something that reflects what your students will know, feel, or be able to do after your lesson that they could not do before.* • *Be concise: do not worry about "The students will be able to…" just use "The students will…"* • *Use a numbered list.*	• • • • • •
Learning Essential Question Use your curriculum to determine this.	• •
Standards List the relevant standards.	• •
Prerequisite Skills / Vocab / Knowledge • *What do my students need to be able to do before completing this lesson?* • *What terms do they need to understand?* • *What should they know beforehand?* • *Skills could come from prior unit or instruction.*	• •
Pre-Assessment *How are you evaluating what your students DO actually know?*	• • •
Student Materials List and/ or link the materials you'll use in your lesson including handouts, video clips, presentations, etc.	• •
Teacher Materials List and/ or link the materials you'll use in your lesson including handouts, video clips, presentations, etc.	• •

Technology List and/ or link the technology you'll be using in class.	• •
Introduction (Hook)/Anticipatory Set **Aka Activating Strategy** • *Attention getting: find a creative way to pull your students into what you will be teaching them. Accessing prior experiences is critical. File cabinet in brain: locate information for students for when they are preparing to start learning something.* • *Use one or more of the following: Focus the learner, motivate the learner, state the value of the lesson, review as needed, set the stage.*	• •
Sequence of Instruction (Step 1, Step 2...) Indicate what you are doing step by step and what your students are doing step by step. • *You must know what you want from your students in terms of their learning.* • *Think of your objectives and evidence collection.* • *Indicate the instructional strategies used.* • *Be specific enough that a guest teacher could teach this lesson.*	• •
Summative Assessment • *What are you doing during the lesson to determine what students learned?*	• •

Differentiation As you plan the lesson's step-by-step sequence, consider: • *What specific accommodations or modifications are being provided?* • *What extensions of learning are being provided?* • *How will you differentiate the instructional pace, tasks, assessments, materials, and/or technology for students with IEPs or GIEPs?* • *How will you adjust the lesson's pace, task, assessments, materials, and/or technology for students who are at various benchmark levels?*	• •
Formative Assessment / Performance Task • *What authentic task will students do to show they have an understanding. This is typically a larger assessment.* • *How will you evaluate this?* • *If a test/ quiz, how did you ensure this is an accurate evaluation of the lesson objectives?*	• •
Closure/Wrap Up • *What will you ask students to determine understanding?* • *Check for student understanding.* • *Asking questions for clarification.* • *You want students to summarize what they learned.* • *This is an important part of the lesson! Do not rush through it. Keep an eye on the clock so you have time.* • *It is like another hook.*	• •
Possible Follow-up Activity • *How can you link this to your next lesson or unit?*	• •

LESSON REFLECTION	
What went well?	
What was learned about planning?	

What was learned about teaching?	
What did the students learn?	
What improvements will I make?	

Checklist for Student Teachers

Time Teachers Enter and Leave
_____ AM
_____ PM

Cooperating teacher's Supervisory Duties
_____ Recess
_____ Restrooms
_____ Halls
_____ Assemblies
_____ Study halls
_____ Cafeteria duties
_____ Buses
_____ Before/after school supervision
_____ Other duties

Homeroom Procedures
_____ Attendance
_____ Daily announcements
_____ Opening exercises

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

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

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

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

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

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

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

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

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

STUDENT TEACHER
WEEKLY REPORT FORM

DATES: _____   _____
         Monday - Friday   Student Teacher

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

_____   _____
Cooperating Teacher   Cooperating Teacher's E-Mail

_____   _____
School   School's Phone

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

Room #	Time	Monday	Tuesday	Wednesday	Thursday	Friday

Involvement in special events or activities for the coming week:

Most successful experience(s) this past week:

Area(s) you improved in this past week:

Area(s) you feel could be improved

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

STUDENT TEACHER
WEEKLY REFLECTION

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

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

What contributed to my success?

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

What contributed to my lack of success?

What could I do differently to improve this teaching experience?

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

IMPORTANT TELEPHONE NUMBERS

Field Office (Kelly Ile)	**717-477-1487** **fieldexperiences@ship.edu**
University Supervisor	