



**OFFICE OF PARTNERSHIPS, PROFESSIONAL
EXPERIENCES, & OUTREACH**

2024
Student
Teaching
Handbook

PLANNING ASSESSING REFLECTING

A Guide for Student Teachers

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

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

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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 https://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 <https://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: <https://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.

Yah! - CONGRATULATIONS!
YOU ARE A STUDENT TEACHER!

Dear Shippensburg University Student Teacher:

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

This is the time to create, learn, and grow from your Cooperating Teacher, University Supervisor, and the learners in your classroom. You are part of this educational team and you will have an opportunity to enhance your strengths and reflect upon your limitations both personally and professionally. Savor this time, enjoy each day's challenges as well as the rewards. Take a few moments each day to reflect on your experiences and incorporate self-talk that acknowledges your growth mindset. When you practice positive statements that represent your curiosity and willingness to learn, you will be more apt to implement identity and confidence prompts in your instruction and classroom environment.

Remember, you are an ambassador from the Teacher Education Department and are representing Shippensburg University. Your professionalism and performance will not only represent your skills and abilities, but also attest to the quality of the University which you represent. You are preparing a path for the next pre-service teachers who will find themselves assigned to your classroom and your cooperating teacher, so consider your impact.

Best wishes for a successful and rewarding student teaching experience! We are all rooting for you! Please refer questions, concerns, and comments to fieldexperiences@ship.edu or call 717-477-1487.

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



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 to 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

Student Teachers

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.

REQUIRED CLEARANCES DOCUMENTATION

PRIOR TO STUDENT TEACHING. A copy of each of the following must be submitted to the Office of Partnerships, Professional Experiences, and Outreach prior to the beginning of the student teaching semester. You are responsible for the timely procurement and cost of each. If any of the clearances indicate offenses or the TB test indicates “positive”, contact the Office of Partnerships, Professional Experiences, and Outreach immediately at fieldexperiences@ship.edu All required documents MUST be turned in as a group.

1. **Clearance Cover Sheet**
2. **Act 151 Child Abuse Clearance** – Act 151 must be valid through the entire academic year. Must be valid through the last day of student teaching semester.
3. **Act 34 Criminal History Check** – Act 34 must be valid through the entire academic year. Must be valid through the last day of student teaching semester.
4. **TB Results (PPD Mantoux test now required)** – valid for two years from date of test. Must be valid through the last day of student teaching semester. Available through your primary care physician or Etter Health Center on campus.
Note: Some school districts may require a yearly TB test. The Office of Partnerships, Professional Experiences, and Outreach will let you know if you need to get your TB test updated.
5. **Act 114 FBI Clearance** – Act 114 must be valid through the entire academic year.
6. **National Sex Offender Registry Certificate** – Valid for 5 years unless otherwise requested.
7. **Mandated Reporter Training** – Free and PDE – approved
8. **Youth Mental Health First Air Training** – Free and coordinated by the OPPEO.
9. **Professional Liability Insurance** – Must be valid through the last day of the field experience/student teaching semester.
Student membership in PSEA or KEYTA provides this insurance. **Insurance is mandatory.**
10. **Act 24 and Act 82 Arrest/Conviction Report** – must be signed each year.

Note: As required by subsection (j)(4) of 24 P.S. § 1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§ 1-111 (e) or (f).

Mandated Reporting: Pennsylvania law requires teachers and school employees to notify child protective services with any reasonable suspicions that a child is being hurt or is hurting him/herself or others in any way. Because you will be in contact with children, you have responsibilities to protect them. If abuse is suspected, you should notify the mentor teacher and field instructor, but not take matters into your own hands. This idea is repeated below:

- *All professionals in Pennsylvania who work with children are legally obligated to report suspected child abuse, including physical, verbal, sexual, or neglect. If you suspect abuse of a child in your placement site, as soon as possible, objectively write down what you saw and/or heard. Immediately contact your class instructor/supervisor to report your concern. It is the instructor's responsibility to report such suspicions to appropriate program administrators, who will follow district policy and procedures.*

Each school or district should have procedures for making reports of abuse. Student Teachers are responsible for becoming familiar with the procedures for responding to child abuse in the school district and acting accordingly. If a Student Teacher suspects abuse, it must be reported to the Cooperating Teacher at once and followed up with a written statement regarding the suspected abuse. Keep a copy of the written statement for future records. Student Teachers should also discuss the suspected abuse with their University Supervisor.

PLAN AHEAD FOR STUDENT TEACHING

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

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

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

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

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

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

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

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

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

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

GETTING TO KNOW YOUR STUDENT TEACHING SCHOOL & COMMUNITY

- **Meet with your cooperating teacher:** Contact and arrange to meet with your cooperating teacher (CT) if possible. Build your CT’s confidence in you. Express your appreciation for her/his willingness to mentor you. Share your enthusiasm for the challenges of the upcoming experience. Get a head start - request copies of the curriculum and texts. Prepare to “hit the ground running” on your first day. First impressions are important - what do you want your mentor to remember about you the day after your meeting?
- **Community:** Become familiar with the school’s community. Even if you think you know the community well already, look for something you haven’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 website 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:** 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. You are required to fill out an attendance form every day of absence, late arrival, leave early, etc. Fall Teacher Candidates begin the semester when their coop does, including in-service days. Spring Teacher Candidates begin the first day of the University semester. Attendance link is in your Student Teacher packet.
 - Student Teachers are expected to observe the same rules regarding punctuality which apply to cooperating teachers. The Cooperating Teacher and University Supervisor will keep a record of lateness. It is the responsibility of the Student Teacher to report lateness to the University Supervisor.
 - Student Teachers are responsible for the full teaching day. The Student Teacher reports to the assigned school at the same time that the cooperating teacher is required to report and is to remain until the end of the school day following the same schedule as the cooperating teacher.
 - Attend faculty meetings, parent-teacher conferences (with parent permission), professional development workshops and other meetings intended for teachers.
 - Your arrival and departure times are the same as those required for the regular faculty. You might find it advantageous to arrive earlier and stay later.
 - You are allotted no personal days or sick days.
 - Notify your cooperating teacher, University Supervisor, and school office when you cannot report to school or perform your assigned duties. If you are scheduled to teach, you must provide lesson plans for the time you need to miss.
 - Absences must be approved by your University Supervisor. Absences are excused for extreme circumstances such as serious illness, a death in the family, or professional conference attendance.
 - Requests for absence due to attending professional conferences must be cleared well in advance. You must arrange coverage for your responsibilities.
 - 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 <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- **Harassment and threats:** You should report immediately any perceived forms of threat or harassment. The source of the perceived threat will determine to whom you should report first: your cooperating teacher, building principal, University Supervisor and/or Director of Partnerships, Professional Experiences, and Outreach. Familiarize yourself with your school district's policies regarding harassment.
- **Copyright Law:** Student Teachers must adhere to copyright laws pertaining to the use by teachers of photocopies, videotapes, and computer software programs. Under ***fair use doctrine***, the law allows teachers to make single copies of copyrighted material for teaching or research but is more restrictive in the use of multiple copies. Short works can be copied. Poems or excerpts cannot be longer than 250 words, and copies of longer works cannot exceed 1,000 words or 10 percent of the work (whichever is less). The law limits the use of copies to one course and limits the material copied from the same author, book, or magazine during the semester. Citations for the purpose of attribution should be used when materials have been copied, adapted, or excerpted.

LESSON PLANNING (see *Optional Template in the Appendix*)

Student Teachers must have lesson plans for all lessons taught, regardless of Cooperating Teacher, building, or district policy. Teachers within that building are trained and certified and are afforded the respect that they know how to lesson plan effectively, because they have

passed an educator preparation program. Please note that this is a university standard policy. It is true that each University Supervisor may direct the format of the lesson plan; however, every Student Teacher must have a lesson plan for each lesson taught regardless of the supervisor. Please consult with your supervisor to determine the format in which the lesson plan should present.

- The appendix contains an optional lesson plan template, widely accepted by our partnership districts, that you may choose to use.
- Lesson plans should be written and submitted to your Cooperating Teacher at least one to two days before the lesson or according to a schedule established with your University Supervisor and Cooperating Teacher.
- Student Teachers should work with Cooperating Teachers to develop lesson plans during the semester that addresses culturally responsive and sustaining education as outlined in Chapter 49 guidelines. See: www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/Culturally-Relevant%20and%20Sustaining%20Education%20Program%20Framework%20Guidelines.pdf
- Student Teachers should expect to invest many hours of outside preparation in developing lessons, gathering materials, and reviewing data as well as student learning outcomes.
- Student Teachers should incorporate a variety of teaching strategies within student-centered lesson plans.
- Student Teachers should reference the state curriculum standards within their plans.
- Student Teachers should reference strategies for scaffolding and differentiating instruction to meet diverse learners' needs within their plans.

SUGGESTED TIMELINES

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

Two 8-week Experiences

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

- Weeks 3 - 4** With guidance and approval of your CT and US, assume increasing instructional responsibilities. If possible, video tape a lesson, critique it, and determine ways to improve and/or change the outcomes.
- Weeks 5 - 6** Take the lead in planning, teaching, and assessing. The specifics—what, when, how and how much—should be a collaborative decision between you, your CT and US. Implement your unit plan.
- Weeks 7 - 8** *First experience:* CT gradually resumes the lead role as you complete assignments and assessments and prepare yourself for the next eight-week assignment. *Second experience:* Complete University assignments and assessments; apply in TIMS for your teaching certificate; prepare resume; begin job search; prepare and submit applications.

One 16- Week Experience

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

POLICIES AND PROCEDURES

Student Teaching Placements

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

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

Undergraduate Student Teachers may not student teach:

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

Graduate Student Teachers:

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

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

Requesting Change of Placement

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

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

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

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

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

Resolving Conflicts

Conflict/Concern with Cooperating Teacher

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

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

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

Conflict/Concern with University Supervisor

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

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

Strikes and Walkouts

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

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

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

EVALUATION POLICIES 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.

Dismissal from Student Teaching

Policy:

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

Procedure:

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

Student Teaching is a Shippensburg University course. In the final analysis, the College of Education and Human Services personnel are legally responsible for the grade a Student

Teacher receives and for the subsequent recommendation for teacher certification. The Cooperating Teacher's grade recommendation will be extremely influential and in most cases the cooperating teacher and University Supervisor will agree on the overall evaluation. In cases where the University Supervisor and cooperating teacher disagree on the final rating, every attempt should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the cooperating teacher, the University Supervisor, and the Director of Partnerships, Professional Experiences, and Outreach. Hopefully, a consensus can be reached.

Personal Safety

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

Varsity Athletics and Other Campus Activities

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

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 SPEE 483 or ECED 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.

Physical Restraint of Students

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

candidate to appropriately provide support to the classroom when physical restraint procedures are deemed necessary.

REMEMBER..

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

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

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

Tips for Successful Teaching in the Virtual World

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

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

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

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

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

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

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

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

The hallmarks of a "profession" are (1) ethical commitment; (2) shared knowledge; and (3) standards of practice. When you become a professional educator in Pennsylvania, you are expected to abide by Chapter 235: Code of Professional Practice and Conduct for Educators in Pennsylvania. The complete code of conduct can be found at the following web site: <https://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

Some excerpts are included below:

Practices

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

b. Professional educators are expected to abide by the following:

(4) . . . exhibit consistent and equitable treatments of students, fellow educators, and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocation interest. This list of bases of discrimination is not all-inclusive.

(5) . . . accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) . . . impart to their students' principles of good citizenship and societal responsibility.

(7) . . . exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.

(8) . . . be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) . . . keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) . . . exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

235.5 Conduct

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

PROFESSIONAL DISPOSITIONS

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

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

- Assuming primary responsibility for your progress.
- Maintaining on-going communications with your University Supervisor and cooperating teacher. Be proactive in addressing questions, concerns, uncertainties, and potential problems.

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

PROFESSIONAL DRESS

How a candidate appears is a reflection of the candidate and Shippensburg University. First impressions and patterns of appearance both will influence how students and colleagues perceive and interact with you. Dress appropriately. Candidates also should observe high standards of personal grooming and cleanliness. You are a professional and will be treated as such. Dress in a manner that is consistent with school staff expectations. This is typically referred to as Business Attire/Business Casual. Many school districts have their own dress code for teachers and professional staff; therefore, it is always best to ask at your specific location to be sure that you are not violating their specific dress code policy. Recommendations are:

- Dresses (no more than 2 inches above the knee).
- Skirts (no more than 2 inches above the knee).
- Slacks/Khakis/Dress pants.
- 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.

PROFESSIONAL ORGANIZATIONS AND PUBLICATIONS

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

Association for Middle Level Education (AMLE)	www.amle.org
National Business Education Association. (NBEA)	www.nbea.org/
American Council on Teaching of Foreign Languages (ACTFL)	www.actfl.org
Council for Exceptional Children (CEC)	www.cec.sped.org
International Literacy Association (ILA)	www.reading.org
National Art Education Association (NAEA)	www.naea-reston.org
National Association for the Education of Young Children (NAEYC)	www.naeyc.org
National Council for Social Studies (NCSS)	www.ncss.org
National Council of Teachers of Mathematics (NCTM)	www.nctm.org

National Council of Teachers of English (NCTE)	www.ncte.org
National Science Teachers Association (NSTA)	www.nsta.org
PA Art Educator Association (PAEA)	www.paeablog.org
PA Association for the Education of Young Children (PAEYC)	www.pennaeyc.org
PA Business Ed Association (PBEA)	www.pbea.info
PA Association for Middle Level Education (PAMLE)	www.pamle.org
Pennsylvania Science Teachers Association (PSTA)	www.pascience.org

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	<ul style="list-style-type: none"> • Share number with friends you choose • Answer those calls you want to when you want to • Exchange text messages as you wish 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>Social Networking</p>	<ul style="list-style-type: none"> • Post status updates, pictures, and other personal information so that friends can see it and respond • 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 	<ul style="list-style-type: none"> • Do not allow students and parents direct access to your social networking pages (by "friending" them, for example) • 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
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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.



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



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/Cultural



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

CERTIFICATION and PRAXIS/PECT

- 1) The Pennsylvania Department of Education (PDE) uses an on-line application process for teacher certification known as the Teacher Information Management System or TIMS.
- 2) To be certified, you need to log on to the TIMS system at www.mypdeapps.pa.gov/siteminderagent/forms/login.fcc, complete the application process, and pay the required fee electronically. The TIMS system explains all the procedures to follow to meet all the requirements.
- 3) The TIMS registration process opens on the first day of the month in which you are scheduled to graduate. Please do NOT attempt to begin the process before that date. Make sure you list Ship as your **only** attending institution, even if you have attended other institutions. Student teaching does NOT count as teaching experience so do not list it on your application.
- 4) After all requirements and obligations at Shippensburg University have been met - including program completion, appropriate GPA, and degree conferral - the Associate Dean/Director of Office of Partnerships, Professional Experiences, and Outreach will verify through the TIMS web site that you have met all PDE requirements and will recommend that your application be processed by PDE.
- 5) Following a satisfactory PDE review of your application, your certificate will be issued. You are responsible to print off your own copy(s) of your teaching certificate as necessary. No hard copy will be mailed to you.

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

CAUTIONS....

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

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

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

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

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.

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

ADVICE FROM SOME SEASONED TEACHERS

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

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

1. Take your vitamins and try to get eight hours of sleep each night. Get a supply of hand sanitizer and use often!
2. You will never work so hard. Doing this job requires more time than you imagine—to reflect, to plan, to grade, to trouble-shoot and to learn to juggle five pins. If you're not willing to put in the time, find another profession. (Paraphrase from Stover and Fegan)
3. You need to make several mistakes every day. How else are you going to learn?
4. Be prompt and prepared for each day. Make sure you arrive 30 minutes before the first bell and leave only when all is well prepared for the next day. Remember Murphy's Law—Copy machines break down when you need them most - at the last minute!
5. Organization and well-prepared lessons cut down on most problems that you encounter—including discipline.
6. Preparation, preparation, preparation will be needed for the novice teacher. (In the beginning, you may want to practice your lessons in front of the bathroom mirror. No kidding!)
7. Create detailed lesson plans - including the questions you will ask. The extra effort will really show. Also, collect materials from everywhere and make curricular decisions based on mountains of relevant materials.
8. Do not teach using a lecture style as you received too often. Today's students have different needs. Break down each lesson into mini-lessons and change activities every 10-15 minutes. You need ACTIVE lessons that snap along. One way to do this is to address as many learning styles as you can in your lessons to reach a wider audience.
9. Make notes on the back of your lesson plans after each period while in the classroom. This will help you remember ideas, routines, techniques and student needs.
10. Try not to sweat the small stuff in class. Ignore trivial comments from students if such comments do not get in the way of the learning environment.

11. Be firm, particularly during your first two weeks in the classroom. You need to be a strong enforcer of discipline from the very first day. Remember, students need consistency when you administer discipline. (This may be one of the biggest challenges during the student teaching semester.) Ask your cooperating teacher whether you can (1) design your own classroom management policy or (2) need to adhere to the policy that already exists.
12. Always consult with the cooperating teacher on any actions to be taken for severe discipline problems as well as general classroom problems. They shoulder the responsibility of the classroom; therefore, they are held responsible for any mishap.
13. During parent conferences you need to be a listener, not a participant. Do not make any comments unless you are specifically asked to comment by your cooperating teacher.
14. It is important that you have your best foot forward at all times. Be careful to listen more than speak in the faculty workroom. All comments need to be professional, i.e., devoid of discussions about students, school gossip, and complaints. Furthermore, faculty members and staff should be addressed using professional names. Practice confidentiality by not discussing or using students' names in the cafeteria, classroom or hallways.
15. Dressing professionally helps widen the age gap between you and your students, for example, ties for men. Ladies, be aware of skirt lengths and "revealing" fashions that distract student attention from the instructional program or send "mixed" messages. When in doubt, ask for advice from school faculty or the principal. "Better safe than sorry." On school "dress down days" or casual Fridays, follow the lead of your cooperating teacher.
16. Contact with students should be professional at all times, including email exchanges, extracurricular activities, and encounters in the community. Be friendly—but not a friend.

SAMPLE RESUME

JOHN DOE
Contact Address
Phone
E-Mail

CERTIFICATION English Education, Secondary, State of XA

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

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

PRE-SERVICE TEACHING EXPERIENCES

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

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

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

RELATED EXPERIENCES

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

MEMBERSHIP/AWARDS

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

REFERENCES

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

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

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

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

Check here for more about resumes . . .

<https://www.ship.edu/about/offices/oar/career-resources/>
<https://career.ship.edu/>

INTERVIEW TIPS

PRIOR TO THE INTERVIEW

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

DURING THE INTERVIEW

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

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

Following the interview

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

Check here for more about interviews . . .

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

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 BEING 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.

ASSESSMENT/EVALUATION

Type of Assessment/Evaluation	Who Completes	Approximate Timeline
Mid-Point PDE 430 Evaluation Form	Cooperating Teacher University Supervisor	4 weeks into placement 12 weeks into placement
Mid-Point PDE 430 Evaluation Form	Cooperating Teacher University Supervisor	8 weeks into placement 8 weeks into placement
Final PDE 430 Evaluation Form	Cooperating Teacher University Supervisor	Last week of placement at the end of the semester Last week of placement at the end of the semester
Impact on Student Learning	University Supervisor or Seminar Professor	At the end of the semester
Professional Dispositions Survey	Cooperating Teacher University Supervisor	Last week of placement at the end of the semester Last week of placement at the end of the semester
Diversity Awareness Survey	Student Teacher	During final professional development day
Candidate Technology Preparedness Survey	Student Teacher	During final professional development day
Self-Evaluation of Professional Dispositions	Student Teacher	During final professional development day
Confirmation of Assignment	Student Teacher	During final professional development day
Substitution, Employment, & Emergency Certs:	Student Teacher	During final professional development day
Student Teaching & Program Satisfaction	Student Teacher	During final professional development day

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

Appendices

Student Teachers

Checklist for Student Teachers

Time Teachers Enter and Leave

- AM
- PM

Cooperating teacher's Supervisory Duties

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

Homeroom Procedures

- Attendance
- Daily announcements
- Opening exercises

Scheduling Considerations

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

Classroom Forms and Records

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

Student Information

- Names
- Ability levels
- Methods for grouping and flexibility of the groups
- Special seating arrangements
- Special health and physical needs of students (Consult District Confidentiality Policy)
- Appropriate home and family information (Consult District Confidentiality Policy)
- Procedures for involving school counselors, social

- workers, and/or parents in helping students
- Any special physical needs of students (allergies, etc.)
- Any accommodations & modifications of students

Classroom, Laboratory Procedures & Facilities

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

General Supplies

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

Curriculum, Instruction, and Materials

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

Library/Media Center

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

Other Equipment/Technology

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

Keep the University Supervisor Informed

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

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

Week #

Student Teacher Submit to University Supervisor

STUDENT TEACHER WEEKLY REPORT FORM

DATES: _____
Monday - Friday

_____ Student Teacher

_____ Student Teacher's Phone

_____ Student Teacher's E-Mail

_____ Cooperating teacher

_____ Cooperating teacher's E-Mail

_____ School

_____ School's Phone

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

Room #	Time	Monday	Tuesday	Wednesday	Thursday	Friday

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

**STUDENT TEACHER
WEEKLY REFLECTION**

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

✚ ***My most successful teaching experience this week was:***

What contributed to my success?

✚ ***My least successful teaching experience this week was:***

What contributed to my lack of success?

What could I do differently to improve this teaching experience?

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

OPTIONAL SHIPPENSBURG UNIVERSITY LESSON PLAN TEMPLATE

Week of:		Date of Lesson:	
Subject/Class:		Grade Level:	
Topic/Unit:		Lesson Timeline:	
<p>Objectives/Learning Outcomes Think about the big ideas: what do you really want your students to accomplish in this lesson?</p> <ul style="list-style-type: none"> <i>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.</i> <i>Be concise: do not worry about "The students will be able to..." just use "The students will..."</i> <i>Use a numbered list.</i> 	<ul style="list-style-type: none"> • • • • • • 		
<p>Learning Essential Question Use your curriculum to determine this.</p>	<ul style="list-style-type: none"> • • 		
<p>Standards List the relevant standards.</p>	<ul style="list-style-type: none"> • • 		
<p>Prerequisite Skills / Vocab / Knowledge</p> <ul style="list-style-type: none"> <i>What do my students need to be able to do before completing this lesson?</i> <i>What terms do they need to understand?</i> <i>What should they know beforehand?</i> <i>Skills could come from prior unit or instruction.</i> 	<ul style="list-style-type: none"> • • 		
<p>Pre-Assessment <i>How are you evaluating what your students DO actually know?</i></p>	<ul style="list-style-type: none"> • • • 		
<p>Student Materials List and/ or link the materials you'll use in your lesson including handouts, video clips, presentations, etc.</p>	<ul style="list-style-type: none"> • • 		

<p>Teacher Materials List and/ or link the materials you'll use in your lesson including handouts, video clips, presentations, etc.</p>	<ul style="list-style-type: none"> • •
<p>Technology List and/ or link the technology you'll be using in class.</p>	<ul style="list-style-type: none"> • •
<p>Introduction (Hook)/Anticipatory Set Aka Activating Strategy</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> 	<ul style="list-style-type: none"> • •
<p>Sequence of Instruction (Step 1, Step 2...) Indicate what you are doing step by step and what your students are doing step by step.</p> <ul style="list-style-type: none"> • <i>You must know what you want from your students in terms of their learning.</i> • <i>Think of your objectives and evidence collection.</i> • <i>Indicate the instructional strategies used.</i> • <i>Be specific enough that a guest teacher could teach this lesson.</i> 	<ul style="list-style-type: none"> • •
<p>Summative Assessment</p> <ul style="list-style-type: none"> • <i>What are you doing during the lesson to determine what students learned?</i> 	<ul style="list-style-type: none"> • •

<p>Differentiation As you plan the lesson's step-by-step sequence, consider:</p> <ul style="list-style-type: none"> • <i>What specific accommodations or modifications are being provided?</i> • <i>What extensions of learning are being provided?</i> • <i>How will you differentiate the instructional pace, tasks, assessments, materials, and/or technology for students with IEPs or GIEPs?</i> • <i>How will you adjust the lesson's pace, task, assessments, materials, and/or technology for students who are at various benchmark levels?</i> 	<ul style="list-style-type: none"> • •
<p>Formative Assessment / Performance Task</p> <ul style="list-style-type: none"> • <i>What authentic task will students do to show they have an understanding. This is typically a larger assessment.</i> • <i>How will you evaluate this?</i> • <i>If a test/ quiz, how did you ensure this is an accurate evaluation of the lesson objectives?</i> 	<ul style="list-style-type: none"> • •
<p>Closure/Wrap Up</p> <ul style="list-style-type: none"> • <i>What will you ask students to determine understanding?</i> • <i>Check for student understanding.</i> • <i>Asking questions for clarification.</i> • <i>You want students to summarize what they learned.</i> • <i>This is an important part of the lesson! Do not rush through it. Keep an eye on the clock so you have time.</i> • <i>It is like another hook.</i> 	<ul style="list-style-type: none"> • •
<p>Possible Follow-up Activity</p> <ul style="list-style-type: none"> • <i>How can you link this to your next lesson or unit?</i> 	<ul style="list-style-type: none"> • •
LESSON REFLECTION	
<p>What went well?</p>	
<p>What was learned about planning?</p>	

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

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; <i>PA Code of Conduct</i>)				
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

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

University Supervisor Signature

Date

Student Teacher Signature

Date

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)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |

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

Justification for Evaluation

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: <ul style="list-style-type: none"> • 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)				
<input type="checkbox"/> Classroom Observations _____ <input type="checkbox"/> Visual Technology _____ <input type="checkbox"/> Informal Observations/Visits _____ <input type="checkbox"/> Resources/Materials/Technology/Space _____ <input type="checkbox"/> Student Teacher Interviews _____ <input type="checkbox"/> Other _____				
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				
Justification for Evaluation				

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)

<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Sheets _____
<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____
<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/Materials/Technology _____
<input type="checkbox"/> Student Teacher Interviews _____	<input type="checkbox"/> Other _____

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

Justification for Evaluation

Student's Last Name _____ First _____ Middle _____

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

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher's performance appropriately demonstrates:

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

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

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

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

Justification for Evaluation

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 <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> 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: _____

|
** Confidential Document **

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



Substitute Approval Letter

To Whom It May Concern:

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

Sincerely,

Student Teacher’s Signature

Student Teacher’s Name

Student Teacher’s Area of Certification(s)

Cooperating Teacher Print Name/Title

University Supervisor Print Name/Title

Important Telephone Numbers

Office of Partnerships, Professional Experiences, and Outreach	717-477-1487 fieldexperiences@ship.edu
Assessment & Accreditation Office	717-477-1355
University Career, Mentoring, and Professional Development Center --resumes, cover letters --interview preparation --professional dress closet	717-477-1484 career@ship.edu
University Supervisor #1	
University Supervisor #2 (if applicable)	
Cooperating Teacher #1	
Cooperating Teacher #2 (if applicable)	
School Office #1	
School Office #2 (if applicable)	

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