

Millersville University

A GUIDE FOR FIELD EXPERIENCES

A Field Experiences Guide for ALL Education Majors

Beginning with Early Field Experiences through Student Teaching
and including both Undergraduate Students and
Post-Baccalaureate Certification Students

Department of Field Services
Millersville University
Millersville, PA 17551-0302

Revised Fall 2019

FIELD SERVICES CONTACT INFORMATION

Field experiences for all Education Majors and Post Baccalaureate Certification students are coordinated through the Department of Field Services of Millersville University. For more information, please contact us:

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WEBSITES

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| Department of Field Services | https://www.millersville.edu/fieldservices/ |
| Millersville University | https://www.millersville.edu/ |
| Pennsylvania Department of Education (PDE) | https://www.education.pa.gov/ |

The Department of Field Services is located in Stayer Hall, Room 120 at Millersville University.

MILLERSVILLE UNIVERSITY MISSION STATEMENT

Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.

MILLERSVILLE UNIVERSITY VISION STATEMENT

We will transform each learner's unique potential into the capacity for successful engagement in career and life opportunities.

MILLERSVILLE UNIVERSITY AFFIRMATIVE ACTION STATEMENT

Millersville University is an Equal Opportunity/Affirmative Action institution. Coordinators: Services for Students with Disabilities – Director of Learning Services, 717-871-5554; Title IX Coordinator, Office of VP for Student Affairs and Enrollment Management, 717-871-4100; Office of Human Resources, 717-871-4950; ADA Coordinator – Office of Human Resources, 717-871-4950.

A Member of the Pennsylvania State System of Higher Education

TABLE OF CONTENTS

| SECTION | PAGE |
|---|--|
| Preface | 4 |
| Professional Education Unit – <i>Communities of Learners</i> | 5 |
| Clearances – <i>Overview, Infractions, Submission Deadlines</i> | 6 |
| Field Experience Placement Policy | 7 |
| Placement Process – <i>Overview</i> | 8 |
| General Field Experience Policies (<i>both Early Field Experience and Student Teaching</i>) | |
| <ul style="list-style-type: none"> • Field Experience Policies Teacher Candidate – <i>Professional Conduct, Attendance, Make-Up Policy Borrowed Materials, Confidentiality, Disruption of Schools, Electronic Devices, Transportation, Transporting Students</i> | 9 |
| Early Field Experience (EFE) | |
| <ul style="list-style-type: none"> • EFE Teacher Candidate - <i>Key Points</i> • EFE Cooperating Teacher – <i>Key Points and Responsibilities, Evaluations, Suggested Activities, FAQ</i> • EFE MU Professor / Supervisor – <i>Responsibilities</i> | 13 14 18 |
| Student Teaching | |
| <ul style="list-style-type: none"> • Student Teaching Teacher Candidate – <i>Key Points and Timing, PDS Students, Student Teaching Abroad and Visiting Student Teaching</i> • Signing Up for Student Teaching <ul style="list-style-type: none"> – <i>Student Teaching in Own Classroom as Teacher of Record</i> – <i>Employed at a District but <u>not</u> Teacher of Record</i> • Co-Teaching vs. Lead Teaching • Use of Teacher Candidate as a Substitute Teacher and ACT 86 • Attendance Policy and Absence Procedures • Certification Requirements • Teacher Candidate Responsibilities • Classroom Environment, Planning for Instruction | 19 21 24 25 26 28 29 31 |
| Student Teaching Cooperating Teacher – <i>Responsibilities</i> | 33 |
| Student Teaching University Supervisor – <i>Responsibilities</i> | 35 |
| Student Teaching Assessment – <i>Observation/Self-Reflection, Formal Evaluation of Student Teaching, MU Adapted Danielson Evaluation, PDE 430</i> | 36 |
| Appendix – <i>PA Code of Professional Practice and Conduct for Educators</i> | 42 |
| – <i>PDE 430</i> | 45 |

PREFACE

This guide has been prepared by the Department of Field Services to give Teacher Candidates and Cooperating Teachers an overview of the field experience. Specific, individual questions about the field experience should be directed to the Teacher Candidate's University Professor or Supervisor.

For the purposes of this guide, the following definitions are in use:

- **Teacher Candidates** – Millersville University students (either Undergraduate or Post Baccalaureate / Masters Certification Students) participating in any field experience. May also be referred to as Student Teachers in this document.
- **Students** – Children in pre-kindergarten through twelfth grade receiving instruction from teachers and/or Teacher Candidates.
- **Teachers** – Individuals with the responsibility to instruct students.
- **Cooperating Teachers** – Teachers working collaboratively with Millersville University and mentoring Teacher Candidates.
- **Teacher of Record** – Full-time, employed Teacher Candidates who complete field experience in their own classroom.
- **University Supervisors/Professors** – Professor of the field experience course or the Millersville University individual assigned to supervise the Teacher Candidate.

Field Experiences are often defined in research literature as those opportunities given to Teacher Candidates to visit schools, observe students and teachers, and acquire and refine the complex skills involved in teaching, are a critical piece of that foundation. As such, the importance of Early Field Experiences and Student Teaching experiences have been widely accepted and implemented. As a result, many state departments of education have mandated meaningful experiences in schools prior to, and including, student teaching as an important part of teacher preparation.

Knowledge gained from interaction with students, teachers, and staff members in actual schools, provides an invaluable and critical foundation for tomorrow's education professionals. As such, Millersville University arranges several field experiences during the Teacher Candidates' program, beginning with a freshman year experience through a minimum of two extended professional blocks and concluding with student teaching. This approach provides proactive and reactive classroom management experience, in addition to real teaching experience that cannot be acquired in any environment other than an actual classroom.

Early Field Experiences are designed to provide multi-cultural exposure for our Teacher Candidates in a variety of settings (urban, suburban, and rural). This exposure meets the Pennsylvania Department of Education (PDE) and program requirements through specific University courses within a number of education majors. Expectations for Early Field Experiences are established and later evaluated by the instructor of the course. This approach lays the foundation for the upcoming Student Teaching experience. Both the University Supervisor and the Cooperating Teacher use the MU Adapted Danielson evaluation tool to evaluate Student Teaching experiences.

The Department of Field Services is involved with the coordination of both Early Field Experiences and Student Teaching experiences for our Teacher Candidates. If you have any questions about or during the field experience process, please contact us. We look forward to working with you!

COMMUNITIES OF LEARNERS

All members of the Millersville University Professional Education Unit (PEU) will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

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| <p>Learning Communities of Inquiry and Action</p> | <p>We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.</p> |
| <p>Focus on Students</p> | <p>We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.</p> |
| <p>Exemplary Professional Practices</p> | <p>We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.</p> |

To view the full text of the Conceptual Framework, visit the School of Education webpage at <https://www.millersville.edu/education/files/teacher-education-handbook/teachereducationhandbook.php>

NOTE: The term *Students* in this document and the Mission and Vision Statement refer to school-age (pre-school to grade 12) students.

CLEARANCES

Clearance documents are required to be on file in the Department of Field Services prior to semesters where any field experience occurs. Clearances must be clear (no record) and valid (do not expire) for the entire semester during which there is a field experience. ***Failure to meet the advertised deadline will delay or cancel your field experience.***

Clearances, for the purpose of field experience, are valid for one year from the date stated on the clearance. Copies of clearances and documents that are outdated or altered will not be accepted. It is the Teacher Candidates' responsibility to obtain and maintain clearances and documentation.

The following documents are required clearances:

- Act 34 Pennsylvania State Police Criminal Background Check
- Act 114 Fingerprint Clearance (Federal Criminal History Background Check)
- Act 151 Pennsylvania Child Abuse History Certification (Child Abuse Clearance)
- Negative TB Test (valid for 1 year) or Chest X-Ray (valid for 2 years)

Please note that additional documents may be required for specific placement assignments.

Post Baccalaureate or Graduate Students who are employed by a public school, private school or a child care center **AND** are able to complete their field work at their place of employment should see the Department of Field Services website at <https://www.millersville.edu/fieldservices/clearances.php> for the required documents/information.

INFRACTIONS

Clearances must be free of infractions. Teacher Candidates with prior infractions must contact the Department of Field Services immediately. Teacher Candidates must notify the Department of Field Services within 72 hours of new clearance violations. Contact Field Services for additional information on procedures.

SUBMISSION DEADLINES

Clearances for Early Field Experiences are typically due by late July for the fall semester and early January for the spring semester. Clearances for Student Teaching candidates are typically due 6 to 9 months in advance of Student Teaching.

ADDITIONAL DOCUMENTATION AND INFORMATION

Some field experience assignments require additional documents, forms and/or trainings. If needed, such requirements will be communicated to Teacher Candidates on an 'as needed' basis.

Additional information regarding clearances, clearance requirements, submitting deadlines and more is available on the Field Services website <https://www.millersville.edu/fieldservices/clearances.php>

FIELD EXPERIENCE PLACEMENT POLICY

The Department of Field Services places Teacher Candidates within a service area defined as approximately 50 miles from the University or depending on supervisor availability.

Teacher Candidates are responsible for their own transportation to and from placements.

Millersville University (MU) is affiliated with educational partners in Lancaster, Lebanon, and York Counties. With their cooperation, the University is able to place Teacher Candidates within the appropriate educational settings in the region. The responsibility of coordinating placements rests solely with the University.

Teacher Candidates may not, UNDER ANY CIRCUMSTANCES, contact educational partners to arrange their own placements. Please note that our educational partners consider this unprofessional behavior, and such contact may jeopardize the placement assignment. MU has Affiliation Agreements with participating educational partners and we must abide by the terms set forth in these agreements. Sites are selected based on state certification and program requirements.

Teacher Candidates must update clearances and TB test results on a yearly basis unless employed* by the educational partner hosting the placement. All updated clearances, TB test results and required documents must be on file with Field Services. Clearances are defined as Act 34 Criminal Record Check, Act 114 Fingerprint clearance and the Act 151 PA Child Abuse clearance. *Additional documents may be required.

For Teacher Candidates with a clearance infraction/violation, the Department of Field Services will search for a placement opportunity for a total of three (3). If three school districts/Educational Partners refuse or deny working with the candidate in question, the Department of Field Services then resigns all responsibility in making a field placement for the Teacher Candidate during his/her enrolled semester. It will then be the responsibility of the Teacher Candidate to work with the course Professor, or Department Chair for student teaching, to decide how to best resolve the course/semester requirements.

In a limited number of instances, the University will make requests of educational entities to secure placements outside of Lancaster, Lebanon, and York Counties. There is no guarantee that by requesting such a placement, the Department of Field Services will be able to accommodate the request. Requests for out-of-county placements that cannot be secured within a reasonable interval of time will result in the Teacher Candidate being placed within a MU-affiliated district. While the Department of Field Services will work to accommodate out-of-county placements, Teacher Candidates may experience greater driving distances should the initial request be denied.

Teacher Candidates must report to the placement assignment provided by the Department of Field Services. Swapping placements with another Teacher Candidate is prohibited. Teacher Candidates are assigned to Cooperating Teachers, not schools or school districts. Teacher Candidates must immediately update the Department of Field Services should an individual within the educational entity change the placement.

Financial hardship does not constitute a compelling reason to alter a placement once the Department of Field Services has secured a placement.

PLACEMENT PROCESS

Millersville University is affiliated with public school districts, private schools, early childcare centers and other educational partners in Lancaster, Lebanon, and York Counties. With their cooperation, the University is able to place field experience Teacher Candidates within childcare centers, elementary and secondary schools in the region. Sites are selected based on state certification and program requirements.

Field placement is an intricate process and placement assignments are influenced by many factors. These may include, but are not limited to, the following:

- course and program requirements;
- the appropriateness for the Teacher Candidate's major;
- the availability of a center or school district approved Cooperating Teacher;
- a student's prior field placements;
- District and school protocol; and more.

In addition, districts and schools have their own internal and external processes, which must be followed to request and confirm field placement assignments. Therefore, Teacher Candidates **are not permitted** to contact school personnel to arrange for their own placement.

The Department of Field Services works with the many moving pieces of the field placement assignment process to provide Teacher Candidates with the necessary field experiences required by PDE and outlined by the educational departments for program completion.

PLACEMENT ASSIGNMENT DISTRIBUTION

Field placement assignments are distributed through the Millersville University email system.

PROFESSIONAL CONDUCT

The Teacher Candidate is a guest of the cooperating school. As a future member of the teaching profession, the Teacher Candidate needs to maintain the same professional standards expected of the teaching employees of the cooperating school. The students, faculty, and community of the district the Teacher Candidate is assigned recognizes the Teacher Candidate as a representative of Millersville University. Therefore, the Teacher Candidate should uphold the highest professional standards.

The Teacher Candidate must adhere to the *Pennsylvania Code of Professional Ethics* (Appendix A) and the *Professional Behaviors Policy* of the Professional Educational Unit (PEU)*.

The Teacher Candidate must continue to adhere to the *MU Student Code of Conduct* throughout his/her field experience. The code can be found on the Student Conduct & Community Standards web page.

<https://www.millersville.edu/studentconduct/>

The following behaviors are expected of all Teacher Candidates:

- Communicate with your coop in a timely manner – respond within 24 hours.
- Arrive at the scheduled time every day. If for some reason the Teacher Candidate is absent, he/she should contact the University Supervisor/Professor, the Cooperating Teacher/the school office (and ask them to notify the Cooperating Teacher) as far in advance as possible.
- Be well groomed and appropriately dressed. Teacher Candidates must abide by District/school rules and regulations pertaining to the chewing of gum, wearing of hats, jewelry, and other issues.
- Adhere to confidentiality regulations. If a situation of concern arises, contact your University Supervisor/Professor immediately.
- Keep your Millersville University picture identification card with you at all times.
- Maintain your professional position by having students address you as Mr., Miss, Ms., Mx., or Mrs.
- Develop good time-management skills. Be well prepared.

The appropriate educational department, in consultation with the Director of Field Services, the Cooperating Teacher, and the University Supervisor/Professor and following the guidelines of the *Professional Behaviors Policy**, have the authority to change or terminate the Teacher Candidate's assignment if professional conduct is not maintained.

***PROFESSIONAL BEHAVIORS POLICY: Teacher Candidates are encouraged to obtain, review and discuss the *Professional Behaviors Policy* from/with their advisor.**

ATTENDANCE – GENERAL POLICY

Teacher Candidates must follow the *Millersville University Class Attendance Policy* <https://www.millersville.edu/registrar/faculty/attendance-policy.php>.

The University Approved Guidelines are below. [Teacher Candidates] has been substituted for ‘Students’.

[Teacher Candidates] are expected to attend all classes. It is the [Teacher Candidate’s] responsibility to complete all course requirements even if a class is missed. If a [Teacher Candidate] is absent from class for an officially excused reason, then he/she is entitled to make up the missed work but only at the convenience of the faculty member. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the Teacher Candidate.

The University policy is that faculty will excuse absences for the following reasons:

- personal illness
- death or critical illness in the family
- participation in a university-sponsored activity
- jury duty**
- military duties
- religious holidays

Faculty judge the validity of [Teacher Candidate] absences from class within the University's approved guidelines and may require documentation for excused absences. Faculty will evaluate any reason, other than those listed above, for a [Teacher Candidate] missing class and determine whether the absence is justified. In these circumstances, a [Teacher Candidate] may make up missed work at the discretion of the instructor.

In the case of foreseeable absences, [Teacher Candidates] are encouraged to notify the faculty member in advance. A [Teacher Candidate] who will miss class due to participation in an official University activity must notify the instructor well in advance of the activity to ensure that the absence is excused.

ATTENDANCE – EARLY FIELD EXPERIENCE

Teacher Candidates are expected to reach out to Cooperating Teachers prior to the first day of the placement assignments to introduce themselves, discuss times of arrival and departure, procedures for entering the building, where to park, and any other important first day information.

Each Teacher Candidate is expected to be in his/her assigned classroom on every day of the assignment. **A Teacher Candidate who is ill or has an emergency should contact the Cooperating Teacher and University Supervisor/Professor as soon as possible.**

- Become familiar with the local radio and TV stations that announce the closing of schools for snow and other emergencies.
- Be alert to special announcements regarding early dismissals, in-service days, or holiday closings. This can be checked with school office personnel.

If the Cooperating Teacher is not available, the Teacher Candidate should contact school office personnel.

MAKING UP MISSED DAYS – EARLY FIELD EXPERIENCE

Early Field Experience Teacher Candidates who miss a scheduled field experience day (including weather related absences) are expected to make up the missed day(s). It is the responsibility of the Teacher Candidate to discuss the absence with the Cooperating Teacher and University Supervisor/Professor. If makeup visit(s) are required, the Teacher Candidate is responsible for working with both the Cooperating Teacher and the University Supervisor/Professor to determine the makeup visit schedule.

ATTENDANCE – STUDENT TEACHING

Teacher Candidates who are entering their Student Teaching semester should become familiar with the Student Teaching Attendance Policy. This policy and the accompanying procedures are outlined in more detail under the Student Teaching section later in this guide.

BORROWED MATERIALS

If a Teacher Candidate has borrowed materials or manuals from the Cooperating Teacher, it is the responsibility of the Teacher Candidate to return the materials to the Cooperating Teacher in a timely manner.

CONFIDENTIALITY

Confidentiality is critical. Teacher Candidates should **NOT** discuss children or school incidents in other settings.

DISRUPTION OF SCHOOLS

The policy of Millersville University in disruptive situations (i.e., strikes by professional employees or students) is to remove Teacher Candidates from their assignments at the discretion of the University Supervisor and Field Services. The Teacher Candidates will not return until the operation of the school is resumed on a normal basis. Should the period of disruption become extensive, Field Services may reassign the Teacher Candidate(s) to other locations. Defer to the coop in other situations – walk outs, sit-ins, etc.

ELECTRONIC DEVICES

Electronic Devices (cell phones, laptops, tablets, etc.) should not be in use while in the field placement assignment UNLESS the Teacher Candidate has asked permission from the Cooperating Teacher and the device is being used for field assignment related matters.

TRANSPORTATION

It is the responsibility of the Teacher Candidate to provide their own transportation. The Department of Field Services does not arrange transportation for field placement assignments. Some options open to Teacher Candidates include, but are not limited to, the following:

- Carpool.
- Public Transportation.
- Your own vehicle.
- Check the MU Sustainability webpage for additional options.
<https://www.millersville.edu/sustainability/sustainable-campus/transportation.php>

Tips for carpooling:

- Be respectful of driver and other passengers – let them know in advance if you are going to be absent.
- Help with gas money.
- Be ready when the carpool arrives.

TRANSPORTING STUDENTS

A Teacher Candidate may not transport school students in a vehicle. This prohibition extends to field trips and overnight trips (which the Teacher Candidate should only attend if accompanied by the Cooperating Teacher).

EFE TEACHER CANDIDATE - KEY POINTS and RESPONSIBILITIES

It is the Teacher Candidate's responsibility to become part of the Community of Learners in the school.

Teacher Candidates beginning the educational program journey leading to a Pennsylvania teaching certificate should keep several key points in mind:

1. Clearances are required to be on file with the Department of Field Services. See the Field Services website for more information.
2. Early Field Experience (EFE) Personal Information Forms are required from every EFE Teacher Candidate each semester they are enrolled in a course with a field experience. Teacher Candidates will receive the link to the form prior to, or at the beginning of, the start of the semester with the field experience.
3. Early Field Experiences are designed to help Teacher Candidates understand teaching and themselves. Teacher Candidates should reflect upon these experiences carefully to be certain they have chosen the best professional career option for them. Take advantage of opportunities to talk to faculty and Cooperating Teachers.
4. As a representative of Millersville University, Teacher Candidates are expected to dress and behave as a future professional teacher. Dress codes for the various schools may differ slightly. Millersville supports those regulations, and strongly urges students to follow them, regardless of the district in which they are placed. The following are recommendations to consider.

What to Wear:

- a. **Accessories:** Jewelry, dangling accessories/scarves and cologne should be moderate if worn and conform to school district policies.
- b. **School Code:** Several local districts/schools prohibit visible tattoos, piercings anywhere except the ear, and open toed shoes. Check district websites for information, if available.
- c. **Dress Recommendations:** Business or business casual dress is recommended. Consider the following - a dress shirt or blouse, socks, dress slacks or skirt, or dress, and comfortable dress shoes. No jeans, shorts, t-shirts, hats, sneakers, leggings, crop tops or miniskirts.

Districts and schools are graciously opening their doors so that MU Teacher Candidates may make connections between theory and practice. Teacher Candidates are a guest in the classroom. Always remember that *first impressions are lasting*.

How to Act:

- a. Communicate clearly, formally/respectfully and properly in all modes of communication.
 - b. Do not chew gum.
 - c. Avoid personal conversations. Field experience is not a social hour and discussions about college social life are not appropriate.
 - d. Circulate the room, offer assistance and be engaged.
5. Confidentiality is of the utmost importance and district/school policies must be adhered to.

6. Teacher Candidates are required to meet all Advanced Professional Studies (APS) requirements at the time designated by the program department before they enter their Professional Block II / Professional Development School (PDS) coursework and should complete certification requirements before graduation/certification. See the following for additional information:
 - APS requirements: <https://www.millersville.edu/cert/aps.php>
 - Certification information: <http://www.millersville.edu/cert/getting-certified-in-pa.php>
7. The majority of MU's Teacher Candidates will be participating in their respective Professional Development School (PDS) programs. Please see the corresponding program websites for additional information.
 - EME Department: <https://www.millersville.edu/eled/early-middle-exceptional-education-professional-development-program-pds.php>
 - EDFN Department: <https://www.millersville.edu/edfoundations/pds.php>

Please Note: PDS students MUST have updated clearances on file with the Department of Field Services and are required to complete the *Student Teaching Intent Packet* by the deadlines specified to partake in their PDS and Student Teaching semesters.

EFE COOPERATING TEACHER – KEY POINTS

The role of the teacher working with candidates in teacher education is primarily to be a role model of professionalism and best teaching practices. Host teachers are encouraged to be aware of the developmental level of the Teacher Candidate and provide experiences that are appropriate for that level. Freshmen in their first field experience will spend the majority of their time observing the students and host teacher; whereas, the junior or senior will be able to present complete lessons. All Early Field Experience (EFE) activities must be performed under the supervision of a certified teacher.

Each Cooperating Teacher will receive information as to how to access the EFE guide on the Early Field Experience website and an evaluation form for the Teacher Candidate. The evaluation is used to assess the Teacher Candidate's progress and help him/her identify areas needing attention. It is suggested that the host teacher provide as many comments and/or constructive criticisms as possible and to share the evaluation with the Teacher Candidate. Private, professional discussion is more productive than just reading over the evaluation. If you have specific questions about the evaluation form, please contact the Department of Field Services or the University Supervisor/Professor.

In addition, the Cooperating Teacher may be visited by a University Professor *depending on the length of the field placement*. The University Professor has the responsibility to provide information regarding the requirements of the Teacher Candidate assigned to the Cooperating Teacher.

Your role as an EFE Cooperating Teacher is one of primary importance to the success of Millersville University's teacher education program. ***We sincerely thank those who serve in this capacity.***

RESPONSIBILITIES

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

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

Millersville University recognizes that Cooperating Teachers may not have the opportunity to perform all of these responsibilities for every level of field experience. These experiences are progressive in nature and offered with respect for the professional opinion of the Cooperating Teacher with the understanding of the diversity of each classroom.

WRITING FINAL EVALUATIONS

In some cases, the Cooperating Teacher evaluates the Millersville University Teacher Candidate during EFEs by using an “Evaluation of Early Field Experience” form. The evaluation form will be provided when an evaluation is requested. The University Professor reviews and signs the evaluation and forwards it to the Program Department.

Should the teacher discuss the final written evaluation with the Teacher Candidate before it is given to the University Supervisor/Professor? Yes. Cooperating

teachers are encouraged to share their evaluations with the Millersville University Teacher Candidates at the time of completion. Such information is very useful to the Teacher Candidate for self-improvement. The Teacher Candidate should be asked to sign the form in the space provided, indicating that he/she has read the evaluation form. It would be appreciated if the evaluation could be neatly typed or printed legibly in black ink.

What happens to the Early Field Experience Evaluation? After the Cooperating Teacher completes the Early Field Experience evaluation and shares it with the Teacher Candidate, the Teacher Candidate returns the completed evaluation to his/her university professor. Teacher Candidates should make photocopies of all evaluations before submitting them. It is advisable for Teacher Candidates to maintain an individual portfolio containing their own evaluations.

How important is the Evaluation Form I am requested to complete? The Evaluation Form is a valuable tool in looking at the Teacher Candidate’s field experience. It is maintained in the individual’s file. The feedback and discussion surrounding the evaluation is most helpful to the Teacher Candidate and University.

SUGGESTED CLASSROOM ACTIVITIES FOR MU TEACHER CANDIDATES

The following is a list of possible Early Field Experience opportunities. This is only a list of POSSIBILITIES—it is not complete, nor mandatory as the possibilities are endless. Below are a few examples to get things started:

Support to the Cooperating Teacher and/or Students

Assist teacher with small and large group work
Check and assist with homework
Grade tests and record grades
Locate materials to supplement units or projects
Assist teacher on field trip
Prepare bulletin boards
Care for laboratory equipment/assist with laboratory work
Help with routine drills, recess, or lunch duty
(must be under the direct supervision of a certified teacher)

Check on individual’s progress
Assist students with make-up work
Coordinate social activities
Provide individualized instruction
Listen to students read
Shadow a student in different classes
Assist with individual or group tutoring
Help construct a test

Perform Teaching Tasks

Engage or coordinate social activities
Supervise multi-media activities
Attend department, team and/or faculty meetings
Help students work together harmoniously
Read to students

Observe other teachers
Help student improve special skills
Teach a lesson or class
Perform homeroom or morning assignments

FAQs

Is it necessary for me to observe the Millersville University Teacher Candidate? Teacher Candidates in EFE need your guidance and supervision. The discipline specific University Supervisor will clarify Teacher Candidate requirements and requests for formal written observations. It is not expected that observations occur with the same intensity and frequency as with a student teacher. Performance criteria at this level is considerably less.

How can small group instruction be utilized? A Teacher Candidate may plan and instruct small groups of students, estimated as 3-6 students, under the direct supervision of the Cooperating Teacher. Please discuss plans, methods and evaluation procedures with the Teacher Candidate prior to the candidate teaching the lesson.

What kinds of things are important for the Teacher Candidate to observe? Teacher Candidates should observe the following: environment of the classroom or laboratory; physical, social and intellectual needs of the students; daily schedule; learning climate in the classrooms or laboratories; classroom management techniques used by the teacher; and basic instructional methodology.

Should I allow Millersville University Teacher Candidates to have access to student files? If school policy permits access to student files and you think it advisable, the Millersville University Teacher Candidate may have access, but he/she **must** honor the confidentiality of the file content.

If I have a student teacher, should I also accept an Early Field Experience student? In fairness to the student teacher, the Cooperating Teacher should not allow other field experience students in the class.

How many conferences should there be between the Millersville University Teacher Candidate and me? Communication lines must be kept open at all times. Teacher Candidates need specific and immediate critiques of their activity with children. Please plan a definite time for conferences with Teacher Candidates, citing specific examples of items warranting praise or concern. The University Supervisor may have specific requests for the number of conferences.

Is it necessary for Teacher Candidates to develop lesson plans? The Teacher Candidate **must plan** his/her teaching activities. However, the extent of the planning and the development of formal lesson plans can be modified by such factors as Teacher Candidate readiness, knowledge of the subject to be taught, and prior level of experience (e.g., freshman, sophomore, or junior) in the field.

Who should decide what methods and materials the Teacher Candidate should use? The Cooperating Teacher, in consultation with University Supervisor, still has the responsibility for maintaining an appropriate learning situation for the class. This should be a joint decision. The Teacher Candidate should be allowed some flexibility.

What about videotaping/recording? If equipment is available, the Teacher Candidate agrees, and student confidentiality is ensured, videotaping is an excellent learning tool.

What is my relationship with the University Professor? For extended field experiences, please communicate frequently with the University Professor. Report Teacher Candidate progress whenever possible and report concerns immediately.

What if the Teacher Candidate does not show up? If a Teacher Candidate fails to attend their field placement assignment, please inform the Department of Field Services as soon as possible.

RESPONSIBILITIES

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

- Explain the Conceptual Framework, university policies, and the evaluation process.
- Clearly communicate all requirements and responsibilities of the Teacher Candidate to the Teacher Candidate and the Cooperating Teacher.
- Serve as an ambassador promoting university goals and procedures with the Cooperating Teacher and the Teacher Candidate.
- Provide leadership to initiate and maintain the professional relationship between the school, university and the Teacher Candidate.
- Communicate frequently with the Cooperating Teacher concerning Teacher Candidate progress and inform the Director of Field Services of any concerns.
- Confer with the Cooperating Teacher about the strengths and weaknesses of the Teacher Candidate.
- Serve as a resource person for all parties when needed.
- Inform the Cooperating Teacher about the evaluation processes to be used. A copy of the current evaluation form will be provided.

STUDENT TEACHING TEACHER CANDIDATE – KEY POINTS

The various teacher education departments at Millersville University (MU) determine the student teaching policies with the approval of the Dean of the College of Education and Human Services. The administration of student teaching is a joint responsibility of the Department of Field Services and the education faculty of the Professional Education Unit (PEU).

TIME ELEMENT IN STUDENT TEACHING

Student teaching typically occurs during a Teacher Candidate's seventh or eighth semester. The number of credits completed, and departmental approval determines the semester a Teacher Candidate will complete student teaching in addition to the following requirements:

- Satisfactory completion of all Advanced Professional Studies (APS) requirements;
- Completion of all professional education courses (see University catalog);
- Time of graduation; and,
- The availability of Cooperating Teachers and University Supervisors.

The Teacher Candidate is required to follow the school's daily schedule unless otherwise noted on the MU Student Teaching calendar.

Due to the level of involvement with student teaching, Teacher Candidates are urged not to take any courses during the semester in which they student teach. Under no circumstances are Teacher Candidates approved to complete more than one course during the student teaching semester. Teacher Candidates are urged to reduce and/or eliminate their involvement in campus activities and outside employment. In no way should either activities or work interfere with the Teacher Candidate's student teaching responsibilities.

PDS STUDENTS

PDS students MUST have updated clearances on file with the Department of Field Services and are required to complete the *Student Teaching Intent Packet* by the deadlines specified to partake in their PDS and Student Teaching semesters. ALL students preparing for Student Teaching (PDS and Non-PDS alike) must attend all student teaching meetings – including the Student Teaching Orientation Meeting (held the semester prior to Student Teaching) and the Student Teaching First Day Meeting (held directly prior to the start of the Student Teaching semester). See the Field Services website for additional information and meeting information.

STUDENT TEACHING ABROAD

Teacher Candidates have the opportunity to student teach abroad. Interested individuals must show initial interest on the *Student Teaching Yellow Card* one year in advance of the proposed student teaching semester. Teacher Candidates approved to student teach abroad will complete two, half-semester placements. The first half will be completed within the United States and the second-half placement will be abroad.

Questions regarding student teaching abroad should be directed to the Office of International Programs & Services.

VISITING STUDENT TEACHING (VST)

Teacher candidates may have the opportunity to student teach through another Pennsylvania State System of Higher Education (PASSHE) institution upon submission of a Visiting Student Teaching Application with a clear rationale. Interested applicants must complete a three-step application process as follows:

1. Meet with the appropriate Department Chair to determine eligibility.
 - **Early Childhood Education majors, Middle Level Education majors, & Special Education (grades K-8) majors** must meet with the Early, Middle, and Exceptional Education (EMEE) Department Chair.
 - **Secondary Education majors (e.g., grades 7-12 or grades K-12)** must meet with the Educational Foundations (EDFN) Department Chair.
2. Obtain the *Internal Millersville University (MU) Visiting Student Teaching Application* from the Department of Field Services. Completed internal applications must be submitted to Field Services one year in advance of the student teaching semester .

| Internal MU VST Application Deadlines | |
|--|--|
| | Deadline |
| Fall Experience | Fall semester 1 year before student teaching |
| Spring Experience | Spring semester 1 year before student teaching |

- The Director of Field Services, in collaboration with the Teacher Candidate's Academic Department, will approve applications on a case-by-case basis. **MU-approval to participate in the VST program does not guarantee placement through a host university.**
3. If approved by MU, Field Services will contact the proposed host university. If the proposed host university is accepting applications, applicants will be instructed to complete the *PASSHE Application for Visiting [Teacher Candidate] Status** by Field Services. *Applicants may be required to provide copies of current clearances and an academic transcript to submit with PASSHE Application. The deadline for submitting the completed PASSHE application to Field Services is as follows:

| PASSHE VST Application Deadlines | |
|---|---|
| | Deadline |
| Fall Experience | February 5 th (semester before) |
| Spring Experience | September 5 th (semester before) |

SIGNING UP FOR STUDENT TEACHING

ALL Teacher Candidates (**both PDS and Non-PDS alike**) must complete the five (5) steps below prior to Student Teaching:

1. Complete the *Student Teaching Yellow Card*.
The *Yellow Card* tells the Department of Field Services when Teacher Candidates plan on completing his/her student teaching semester. Field Services will then communicate pertinent & timely information to Teacher Candidates prior to their specific student teaching semester. The *Yellow Card* must be completed by Teacher Candidates **one (1) year before** student teaching (i.e., if a Teacher Candidate plans to student teach in Spring 2020, the *Yellow Card* should be completed in Spring 2019). The link to complete the *Yellow Card* can be found on the Student Teaching website.
2. Complete the *Student Teaching Intent Packet*.
Only Teacher Candidates who have submitted the *Student Teaching Yellow Card* will receive the *Intent Packet*. The following information is included in the email:
 - *Personal Information Form* link;
 - Clearance deadline instructions;
 - Personal Liability Insurance* instructions; and,
 - "Save the Dates" for mandatory Student Teaching Meetings.

*Personal liability insurance is required of all Teacher Candidates (including PDS). Insurance is an additional expense, so Teacher Candidates need to plan accordingly.

Teacher Candidates receive the *Intent Packet* via email at the end of the semester one year in advance. All Teacher Candidates (including PDS participants & Post-Baccalaureate) are expected to complete the *Intent Packet*.
3. Attend the Student Teaching Orientation.
All Teacher Candidates are expected to attend the Student Teaching Orientation which is held in the evening during the semester before a Teacher Candidate's student teaching semester.
4. Enroll in Student Teaching Course(s).
All Teacher Candidates are expected to register for the appropriate student teaching courses. Teacher Candidates should meet with their academic advisor prior to registration to verify the correct courses to enroll in. No Teacher Candidate will be allowed entry into his/her assigned district without being registered for student teaching.
5. Attend the First Day Meeting for Student Teachers.
All Teacher Candidates are expected to attend the First Day Meeting for Student Teachers which is held the Friday before the student teaching semester begins.

TO STUDENT TEACH IN OWN CLASSROOM (AS TEACHER OF RECORD)

Teacher Candidates may have the opportunity to student teach in their own classroom if they meet the following requirements:

- Have successfully completed all program pre-requisites
- Employed for one year within a school that is approximately 50 miles from Millersville University
- Complete the *Request for Field Experience in Own Classroom as an Employed Teacher of Record* Form and submit the required documents listed below:
 - Provide copy of current certificate (if applicable)
 - Provide a letter of support from supervisor as proof of meeting the satisfactory requirements of the Educator Effectiveness evaluation procedures within the school
 - Provide evidence of a one year/full time teaching position as the Teacher of Record in the certification area being sought for a student teaching placement
 - Complete the *Mentor Agreement* and obtain required signatures
 - Note:** Millersville University requires mentors working Teacher Candidates to meet Chapter 22, Code 354.25 of the PDE guidelines stating the Mentor/Cooperating Teacher must:
 - Have at least three years of certified teaching experience;
 - Have one year of certified experience in the district; and,
 - Have teaching assignments appropriate to the subject competency of the Teacher Candidate.
 - Clearance Packet
 - Proof of Employment Form
 - PDE 6004 Form
 - Copies of clearances on file with employer
 - Proof of Liability insurance
 - Completion of the Personal Information Form included in the *Student Teaching Intent Packet*

Interested applicants should contact the Department of Field Services. Field Services must receive application materials by mid-semester the semester *before* student teaching. Deadlines are as follows:

- Fall Experience – Field Services must receive application by March 1
- Spring Experience – Field Services must receive application by October 1

Upon receipt of all documents listed above, Field Services will forward the completed application packet to the Certification Office and Academic Department for approval. The Teacher Candidate will be notified of final decision.

FOR TEACHER CANDIDATES EMPLOYED AT A DISTRICT IN A SUPPORT ROLE –

i.e. NOT Teacher of Record

In some instances, Teacher Candidates may request to student teach at the district in which they are employed, however are not the 'Teacher of Record' (as defined in *Preface*). If Teacher Candidates wish to student teach within their place of employment, the Teacher Candidate must discuss options with their supervisor, building principal, and their Human Resources Office. The expectation is for Teacher Candidates to gradually assume full responsibilities of the Cooperating Teacher. Teacher Candidates need to remain in the assigned student teaching classroom and are not to assume duties outside of the student teaching placement.

If the district is willing to host the Teacher Candidate as a student teacher, then the following materials must be submitted to the Department of Field Services.

- Application Packet consisting of the following:
 - Completed *Request for Field Experience in Own Classroom as an Employed Teacher of Record* Form
 - Provide copy of current certificate (if applicable)
 - Provide a letter of support from supervisor allowing Teacher Candidate to student teach in a classroom within the district. In addition, the letter must include the name of the Cooperating Teacher willing to host the Teacher Candidate as a student teacher (including the classroom grade/subject & Cooperating Teacher's contact information).
 - Provide Proof of Employment Form

Upon receipt of the application materials, the Department of Field Services will review the application with the appropriate department. *If approved*, Teacher Candidates will then be required to submit the following:

- Clearance Packet
 - PDE 6004 Form
 - Copies of clearances on file with employer
- Proof of Liability insurance
- Completion of the Personal Information Form included in the Student Teaching Intent Packet

The Department of Field Services must receive application materials by mid-semester the semester *before* student teaching. Deadlines are as follows:

- Fall Experience – Field Services must receive application by March 1
- Spring Experience – Field Services must receive application by October 1

Please note: Teacher Candidates must have successfully completed all program pre-requisites and be employed for one year within a school that is approximately 50 miles from Millersville University in order to apply.

CO-TEACHING VS. LEAD-TEACHING

Research demonstrates that co-teaching is an excellent way for Teacher Candidates to learn the craft of teaching. In addition, co-teaching is important for K-12 students to have the best learning experience possible, affording them the advantage of their experienced teacher as well as a professional Teacher Candidate. MU strongly supports Cooperating Teachers and Teacher Candidates working collaboratively in co-teaching roles.

Co-teaching does not mean that a Teacher Candidate will never take on a lead role. How a Teacher Candidate gains more responsibility will look different in each classroom. The decision on how/when to increase a Teacher Candidate's classroom responsibilities is a joint decision, involving the Cooperating Teacher, the Teacher Candidate, and the University Supervisor. Likewise, the decision when to begin and end a lead teacher role is a joint decision by these three participants. It is the University's expectation that all three individuals will develop effective communication channels so these decisions can be made with careful deliberation.

USE OF TEACHER CANDIDATE AS SUBSTITUTE TEACHERS

Per Pennsylvania Department of Education (PDE) Guidelines, a substitute teacher must meet the following requirements:

- Valid Pennsylvania educator certificate or out of state certificate;
- Bachelor's degree (or foreign equivalency) if not certified;
- Background clearances; and,
- U.S. citizen or permanent resident alien status (green card).

If a Cooperating Teacher becomes ill and the Principal of the school asks a Teacher Candidate to cover the class for up to one hour, under the supervision of another teacher, until a substitute arrives, that brief substitution would not appear to break the law. Compensation for substitution is forbidden*.

A qualified substitute teacher should be assigned to the classroom if a Cooperating Teacher is absent. When a substitute is in the classroom, the Teacher Candidate should not be given additional responsibilities to that which he/she has already assumed at that stage in the student teaching semester. For example, if a Teacher Candidate is responsible for about one-third of the schedule, the substitute should not tell the Teacher Candidate to "take over the full load."

A Teacher Candidate should never be assigned as a substitute teacher to cover another teacher's classroom schedule or lunch, hall, bus, study hall, or recess duty*.

University policy prohibits the release of the Teacher Candidate to accept a teaching position prior to successful completion of his/her student teaching. Receiving compensation for student teaching is also forbidden, unless the Teacher Candidate is already employed as the Teacher of Record and approved to student teach by the district.

***SUBSTITUTE TEACHING THROUGH ACT 86**

Act 86 of 2016 adds § 1201.1 to the PA Public School Code of 1949 and allows district superintendents to issue a Substitute Teaching Permit for Prospective Teachers. This permit allows Teacher Candidates with 60 earned credits and who are continuously enrolled in an approved teacher preparation certification program to be hired to substitute teach in the district(s) issuing the permit for a maximum of 20 days (no more than 10 days for any one individual teacher). In order to learn more about how to take advantage of this opportunity, individuals are recommended to contact the district(s) in which he/she wishes to substitute teach.

If a Teacher Candidate takes advantage of the opportunity to substitute teach, it does not relieve him/her of his/her obligation to attend classes at Millersville University, nor does it relieve him/her of his/her professional obligation to report to early field experience placements, block placements, Professional Development School (PDS) sites, student teaching placements, or other clinical placements. Teacher Candidates who willfully miss any obligations associated with their programs will be accountable for any sanctions imposed by faculty or supervisors of individual courses. If a Teacher Candidate wants to substitute teach, he/she should treat this like any other work obligation that is scheduled around Millersville University commitments.

ATTENDANCE POLICY

During the student teaching semester, each Teacher Candidate is expected to be in the assigned classroom every day the school is in session. The Teacher Candidate will follow the district/school's calendar and the Student Teaching calendar furnished by Field Services. Teacher Candidates and Cooperating Teachers will be notified of any exceptions to the school district or student teaching calendars. Teacher Candidates are expected to attend in-service meetings, faculty meetings, and special school events. (e.g. Parent-Teacher conferences, I.E.P. Conferences, Open Houses) as approved by the Cooperating Teacher and Building Principal.

Each Teacher Candidate is allowed a total of three (3) absences (prior approval required) during the 15-week student teaching experience as outlined below:

- Two (2) absences according to the guidelines of the University Class Attendance Policy (see below); and,
- One (1) personal day.

A half-day absence will be counted as a full-day absence.

A small committee will review any absences above the three (3) absences to determine if make-up days are required. The small committee will include the University Supervisor and Director of Field Services and may include the Department Chair. Make-up days will be extended beyond the designated student teaching semester.

All absences – planned and emergency – require a *Student Teaching Absence Request* be completed by the Teacher Candidate prior to the absence. The *Student Teaching Absence Request* is completed electronically. Once submitted, the request will be automatically sent to the following individuals for approval and electronic signatures:

- Cooperating Teacher
- University Supervisor
- Director of Field Services

Prior Approval Required: The *Student Teaching Absence Request* must be on file in Field Services five (5) days prior to a planned absence and within 24 hours of an emergency absence. It is the Teacher Candidate's responsibility to submit the form and monitor its progression to the Cooperating Teacher, University Supervisor, and Field Services. Failure to obtain the proper approvals prior to the absence may result in disciplinary action and/or the absence being denied.

Please note: If a Teacher Candidate is contacted for jury duty during the student teaching semester, the Teacher Candidate should contact the Student Teaching Office immediately at (717) 871-5561.

Attendance at BOTH the Student Teacher Orientation Meeting and Student Teaching First Day Meeting are mandatory. Missed meetings may count toward the 3-day absence allowance and may effect student teaching start dates.

PROCEDURES FOR INFORMING YOUR COOPERATING TEACHER OF AN ABSENCE

If a Teacher Candidate is absent for any reason, it is his/her responsibility to make sure the Cooperating Teacher has any lesson plans and teaching materials/manuals needed to operate that class during the absence.

- For planned absences, the Teacher Candidate needs to complete the electronic absence form five (5) days prior to the absence. The Teacher Candidate is expected to communicate with his/her Cooperating Teacher to determine receipt of the email to review and sign the absence. The Teacher Candidate must monitor the *Absence Request's* progression to obtaining all approvals.
- For illness and emergencies, the Teacher Candidate should call his/her Cooperating Teacher and University Supervisor. Upon the Teacher Candidate's return, he/she should complete the *Student Teaching Absence Request*.
- If an emergency arises, the Teacher Candidate should contact his/her Cooperating Teacher and University Supervisor.
- A small committee (consisting of the University Supervisor, Director of Field Services, and/or Department Chair) may require make-up time in instances of absences beyond the three (3) days, regardless of cause.
- A Cooperating Teacher should call the University Supervisor immediately if a Teacher Candidate does not report that day.
- Any Teacher Candidate who finds it necessary to be absent for reasons other than emergencies (i.e., job interviews) must receive permission from his/her Cooperating Teacher and University Supervisor by completing the electronic *Absence Request*. The Teacher Candidate should continue to follow the same procedures as a planned absence.
- If inclement weather conditions (e.g. snow) exist, the Teacher Candidate is expected to follow the district's schedule. The Teacher Candidate is expected to obtain cancellation information district communication and/or radio/TV.

CERTIFICATION REQUIREMENTS

In order to receive an initial teaching certificate in Pennsylvania, a Millersville University (MU) Teacher Candidate must:

1. Complete all requirements of an approved Millersville University education program, including those for admission into Advanced Professional Studies (APS).
2. Complete the program with a cumulative Millersville University GPA OF 3.0. Effective Spring 2010, a GPA below 3.0 and above 2.8 will be accepted; however, higher scores on the Certification test for content examination(s) will be required in order to meet final Certification requirements in PA. Please see the Certification Office for a list of Certification test scores with the GPA deviation. (**Please note:** Deviation scores are subject to change. Relying on deviation scores for certification with a low GPA may delay certification or prevent it completely.)
3. Satisfactorily complete student teaching and have both PDE430 forms signed and submitted to the Department of Field Services.
4. Earn a BSE Degree or complete a post-baccalaureate certification program.
5. Pass all required State Certification examinations and request those be scores submitted by the appropriate testing company directly to Millersville University and PDE.
6. Complete an application for certification online in the Teacher Information Management System (TIMS) through the Pennsylvania Department of Education (PDE) web portal. Obtain the "Certification Intent Packet" from the Certification Office and submit completed forms to the Certification Office in the College of Education and Human Services at least 8 weeks before program completion.

Once passing State certification scores are received and 'Degree is conferred' by the Registrar's Office, the MU Certification Office will approve and recommend verified candidates to PDE for certification through the TIMS application portal.

The Bureau of Teacher Preparation and Certification will make the actual teaching certificate available to the candidate upon approval directly through the TIMS application portal. The candidate may print certificates at the time of approval. Candidates should contact PDE directly if their certificate is not approved approximately 6 to 8 weeks after all certification requirements have been met and after confirmation that MU approvals have been entered in TIMS.

Before receiving the teaching certificate, a successful Teacher Candidate who [1] submits a DARs that states "**ALL REQUIREMENTS HAVE BEEN MET**" and [2] has had all State certification exam scores submitted to MU may obtain a verification letter from the MU Certification Office for **substitute teaching purposes only**. (**Please note:** No verification letters will be released until all requirements for certification have been met including submitting an application for certification through the TIMS application portal and submitting the Certification Intent Packet to the Certification Office.)

RESPONSIBILITIES

It is the Teacher Candidate's responsibility to become part of the Community of Learners in the school.

Professional Interactions

- Demonstration of Professional Dispositions
- Show enthusiasm for teaching, initiative and drive for best performance.
- Present a professional appearance and a high quality of verbal and written communication.
- Exemplify punctuality, thorough preparation, confidentiality, and ongoing personal learning.

Orientation to the school

- Adhere to faculty regulations: school day, dress code, use of equipment and electronic devices, parking, and emergency procedures.
- Meet school staff: principal, secretary, grade-level and support teachers, support staff.
- Locate all special services within the school.
- Learn all procedures for daily activities: school, classroom, laboratory safety rules, school records, managements systems, and access to services.

Open Communication

- Have daily conversations with your Cooperating Teacher about instructional procedures, curricular issues, classroom management, and student characteristics and performance.
- Maintain frequent verbal and written communications with University Supervisor.
- Have effective interaction with all professionals and support staff to enhance the educational process for your students.

Preparation

Daily planning

- Prepare lesson plans several days in advance and have them approved by your Cooperating Teacher.
- Base instruction on state and local standards and established curriculum or individualized plans.

Comprehensiveness

- Construct plans based on most current pedagogy and technology.
- Have all materials organized and easy to retrieve.

Teaching

- Take teaching responsibility early in the assignment.
- Follow your Cooperating Teacher's lead in performing instructional practices.
- Volunteer to assume teaching tasks for individuals and small groups early in the assignment.
- Gradually increase teaching duties until you are totally responsible for daily instruction.
- Use current, research-based, and innovative methodologies.
- Research educational journals and other media in order to enhance lesson content and methodology.

RESPONSIBILITIES – Teaching *(continued)*

- Follow a well-designed plan for lesson structure, student activities, and evaluation procedures.
- Adapt methodology to meet diverse student learning styles and special needs.
- Integrate technology into all phases of planning, teaching, and assessment.
- Perform formative and summative assessments throughout the instructional process.
- As your confidence increases, try unique and innovative teaching procedures.

Student Interactions

Build student rapport

- Learn students' names, learning styles, special needs and effective grouping practices.
- Support students with self-management and by setting clear expectations.
- Honor student individuality, diversity, linguistic and cultural factors.

Build family rapport

- Show respect to all families and significant individuals important to your students.
- Involve parents through on-going communication, in exchanging information, and by seeking sincere input.

Survey Completion

A Teacher Candidate in an accredited program has a responsibility to complete a survey at the end of the experience on the quality of preparation and services provided at Millersville. A Teacher Candidate completing a capstone experience is in the best position to provide important feedback to Millersville University. A verification letter of completion will be withheld from the Teacher Candidate until completion of the survey.

For additional Student Teaching Requirements refer to your discipline specific supplements.

CLASSROOM ENVIRONMENT

A classroom environment should enable students to achieve success. The Teacher Candidate's goal is to develop an environment of respect and rapport, with high academic engagement, while minimizing disruptive behavior. To attain this goal, the Teacher Candidate should discuss with the Cooperating Teacher his/her approach to establishing a positive environment with effective procedures and classroom management techniques.

Teacher Candidates, in developing their ability to establish a positive classroom environment, must realize that meaningful and relevant instruction, high academic expectations, effective procedures, physical classroom arrangement, and behavior management strategies are all important.

Meaningful and Relevant Instruction

- Be prepared and organized.
- Define and explain expectations for learning and for behavior.
- Let students know when they are meeting academic or behavior expectations.
- Use prompts, cues and reminders to assist your students to support them in meeting the standards.
- Use techniques to maintain students' attention and involvement.
- Utilize techniques that require all students to respond during activities or question/answer sessions.
- Avoid 'Do you want to...?' questions if students do not have an option.
- Establish positive connections by using your students' names during classroom interactions.
- Understand student needs and how to meet those needs.
- Understand and respect ethnic or cultural differences.

Procedures

- Develop management plans (for groupings, material dissemination, transition times, etc.) and include these as part of your lesson plan.
- Develop and utilize appropriate and effective transition techniques to avoid "downtown."

Physical Classroom Arrangement

- Consider the physical classroom arrangement and the impact this may have on student learning and student behavior.
- Make certain all students can see instructional area.
- Be sure students are easily seen by the teacher.
- Keep frequently used materials accessible to you and the students.
- Be sure students are seated away from distracters.

Behavior Management

- Present a behavior plan that makes students accountable for their behavior.
- Present a behavior plan that identifies appropriate student behaviors, inappropriate behaviors, and consequences for student behaviors.
- Reflect upon and identify positive strengths in each of your students on an ongoing basis.
- Set management standards using student input as appropriate.
- Phrase the standards as positives.
- Post the standards and review them regularly with your students.
- Be consistent.
- Eliminate threats, promises, and bluffs from your teaching management repertoire.

Adapted from L. Ridley & L. West, 6-1-12

PLANNING FOR INSTRUCTION

Planning is an absolute necessity for any teacher to accomplish the professional aspect of teaching. **No attempt at teaching should be made without proper planning. Teacher Candidate's must have a lesson plan for each lesson they teach.** To plan effectively, a teacher must be aware of all aspects of a curriculum. Teacher Candidates, while not responsible for an entire year's curriculum, should be introduced to the scope and sequence of a year's work.

It is important that the University Supervisor working with each Cooperating Teacher and the Teacher Candidate discuss the appropriate lesson plan format.

Typically, lesson plans include the following (or similar) components:

- Goal and State or District Standards
- Lesson Objectives
- Materials and Resources
- Procedures, including:
 - Introduction
 - Teacher Instructional Methods
 - Student Activities
 - Special Adaptations to Meet Individual Needs
 - Questions the teacher will ask during discussion
 - Checks for understanding
 - Closure
- Methods for assessing and documenting student performance
- Self-Reflection

INSTRUCTIONAL UNIT PLANNING

Instructional unit planning provides an opportunity to use professional skills in designing, assessing, and reflecting upon instruction in a particular subject area. Teacher Candidates are responsible for organizing a series of learning activities to accomplish instructional unit planning in a particular subject area. The unit of instruction should fit into the district's curriculum sequence; therefore, the selection of the topic/content for the instructional unit should be discussed with and approved by the Cooperating Teacher. The format of the instructional unit should be discussed with the University Supervisor.

RESPONSIBILITIES

Before the Teacher Candidate arrives

- Inform the students, parents and building personnel of the Teacher Candidate's arrival.
- Collect district, building, classroom, and curricular materials for the Teacher Candidate.
- Provide a work and storage space.

Orientation

- Introduce the Teacher Candidate to the principal and all significant personnel within the building.
- Share gathered materials including classroom management and evaluation systems.
- Discuss expectations, building regulations, use of building, and use of classroom equipment and electronic devices.
- Collaborate with the Teacher Candidate and University Supervisor to develop plans for appropriate forms of co-teaching that will enable the Teacher Candidate to gradually assume teaching and other responsibilities.

Co-teaching, Modeling, Assistance

- Successful co-teaching involves active co-planning with the Teacher Candidate.
- Discuss developmental and unique learning characteristics of the students.
- Model instructional procedures and encourage discussion about pedagogy.
- Provide opportunities for the Teacher Candidate to purposefully observe co-op's teaching, parent conferences if appropriate, and instructional support procedures.
- Provide opportunities for the Teacher Candidate to collaborate with personnel responsible for supporting students with special needs and those who are linguistically and/or culturally diverse.
- Interact with the University Supervisor when he/she visits and by phone or e-mail whenever successes and concerns arise.

Formative and Summative Evaluation

- Confer with Teacher Candidate on a daily basis and frequently provide informal written and verbal feedback.
- Use, when appropriate, the MU Adapted Danielson Observation instrument and the full Framework as a basis for supporting discussion and reflection using a common language of practice.
- Complete a MU Adapted Danielson Evaluation. Field Services will send instructions through email about how to use the online system.
 - Hosting a teacher candidate for half-semester? The co-op will complete the evaluation at the end of the placement.
 - Hosting a teacher candidate for a full semester? The co-op will complete the evaluation twice: once at the by 7.5 weeks and once at the end of the 15-week placement.

RESPONSIBILITIES *(continued)*

Important factors about pre-service teaching

- Remember that student teaching is a formative process in which the Teacher Candidate will steadily gain proficiency.
- Offer the Teacher Candidate increased opportunities to acquire responsibility.
- Assist the Teacher Candidate in developing lessons, seeking resources, and managing student behavior.
- Encourage creative and unique teaching techniques.
- Confer with the University Supervisor on an ongoing basis and before completing the MU evaluations.

RESPONSIBILITIES TO THE STUDENT

- Meet prior to the beginning of the assignment, fully explain the role and responsibilities of the Teacher Candidate and conduct periodic seminars, as needed, to enhance the student teaching experience.
- Encourage ongoing professional dialogue with the Cooperating Teacher.
- Observe the Teacher Candidate in a variety of classes/subjects a ***minimum of three times in a half semester or six times in a full-semester assignment.***
- Provide advice and resource recommendations to promote effective teaching practices.
- Provide written and verbal feedback on each observation and be available for additional communications throughout the assignment.
- Provide honest, tactful, and constructive praise and criticism for the Teacher Candidate's performance.
- Complete evaluations as listed below and submit a final grade for the Teacher Candidate.
 - For each **half-semester assignment**: complete one MU Adapted Danielson Evaluation and one PDE 430 evaluation. A hardcopy of the PDE 430 evaluation must be submitted to the Department of Field Services.
 - For a **full-semester assignment**: complete a MU Adapted Danielson Evaluation and PDE 430 by 7.5 weeks and at the end of the 15-week placement. Hardcopies of the PDE 430 evaluations must be submitted to the Department of Field Services.
 - Additional assessments defined by specific content areas outlined by academic departments.

RESPONSIBILITIES TO THE COOPERATING TEACHER

- Explain the University policies and the evaluation process.
- Serve as an ambassador promoting University goals and procedures with the Cooperating Teacher and the Teacher Candidate.
- Provide leadership to initiate and maintain the professional relationship between the School, University and the Teacher Candidate.
- Communicate frequently with the Cooperating Teacher concerning Teacher Candidate progress and inform the Department Chair and Director of Field Services of any concerns.

OBSERVATION, SELF-REFLECTION, AND FORMATIVE ASSESSMENT

University Supervisors and Cooperating Teachers are encouraged to give ongoing feedback and to engage Teacher Candidates in dialogue and reflective practice. As part of this process, University Supervisors and Cooperating Teachers are encouraged to informally use the following formative tool, multiple times during a semester. This tool can be most effective when Teacher Candidates are also involved in self-assessment. The full MU Adapted Danielson Rubric is available on the student teaching website. The full rubric includes multiple indicators for each element below. Quality discussions using this form should include discussion of the specific indicators as well as the elements as a whole. It will often be the case, for example, that a Teacher Candidate will demonstrate proficient qualities for some indicators and basic qualities for others in the same element. Discussions of these nuances will be important for the growth of Teacher Candidates. Electronic versions of the Observation Instrument as well as the full rubric adapted from the Danielson Framework are available on the Student Teaching website in Word format:

MU Adapted Danielson Observation

Completed by _____ Student teacher _____ Date _____

| | Unsat | Basic | Proficient | N / A |
|--|-------|-------|------------|-------|
| Planning and Preparation | | | | |
| a. Knowledge of content and Pedagogy | | | | |
| b. Knowledge of students | | | | |
| c. Setting instructional outcomes | | | | |
| d. Knowledge of resources | | | | |
| e. Designing Coherent Instruction | | | | |
| f. Designing Student Assessment | | | | |
| Classroom Environment | | | | |
| a. Respect and Rapport | | | | |
| b. Culture for learning | | | | |
| c. Classroom Procedures | | | | |
| d. Student Behavior | | | | |
| e. Organizing Physical Space | | | | |
| Instruction | | | | |
| a. Communicating with students | | | | |
| b. Question and Discussion | | | | |
| c. Student Engagement | | | | |
| d. Assessment | | | | |
| e. Flexibility and Responsiveness | | | | |
| Professionalism | | | | |
| a. Reflecting on Teaching | | | | |
| b. Supervised Maintenance of Records | | | | |
| c. Supervised communication with families | | | | |
| d. Participation in Professional Community | | | | |
| e. Growing and Developing professionally | | | | |
| f. Showing Professionalism | | | | |
| Comments | | | | |

FORMAL EVALUATION OF STUDENT TEACHING

| | University Supervisor | Cooperating Teacher |
|--|--|--|
| PDE- 430 | <ul style="list-style-type: none"> Completed electronically at 7.5 weeks and at end of the semester. Printed and signed hard copies must be submitted to Field Services. | Not completed by Cooperating Teacher |
| MU Adapted Danielson Evaluation | <ul style="list-style-type: none"> Completed electronically at 7.5 weeks and at end of semester. Print copies are shared with Teacher Candidates only. | <ul style="list-style-type: none"> Completed electronically at 7.5 weeks and at end of semester. Print copies are shared with Teacher Candidates only. |

MU Adapted Danielson Evaluation

The MU Adapted Danielson Evaluation is used for summative feedback to Teacher Candidates. Both the University Supervisor and the Cooperating teacher complete the MU Adapted Danielson Evaluation. This evaluation uses the same criteria used to evaluate practicing teachers in the Pennsylvania Department of Education Educator Effectiveness system and specifically the Danielson Framework for Teaching. In this way it provides Teacher Candidates with realistic evaluation in line with what they can expect with full time teaching in Pennsylvania. The Millersville Teacher Candidate instrument uses the same criteria used for in-service teachers for the domains of Planning, Classroom Environment, and Instruction. The Professionalism domain in this evaluation is also similar, but adapts specific language for professionalism expectations for Teacher Candidates. In addition, most disciplines have content specific elements as part of the evaluation.

The MU Adapted Danielson Evaluation is used formally once at the end of 7.5 weeks and once at the end of the semester and is completed through an online system by both the university supervisor and the Cooperating Teacher. This is true regardless of whether a Teacher Candidate has two half-semester placements or one full-semester placement. This means that candidates who have two half-semester placements will receive an evaluation at the end of each placement. Teacher Candidates with a full semester placement receive an evaluation in the middle of their placement and one at the end. Evaluations should be based on formal observations as well as tangible evidence (e.g. lesson plans, reflections, classroom management plan). Formative evaluations and reflection using criteria from the evaluation are also important for Teacher Candidates' development and provide a fair foundation for summative evaluations.

The MU Adapted Danielson Evaluation has three rating levels: Unsatisfactory, Basic, and Proficient. Unlike the in-service evaluation, there is no rating available for "Distinguished." The qualities described in the in-service evaluation for Distinguished are considered a goal to strive for, but the rating is not used for rating since distinguished is not a level that Teacher Candidates can potentially demonstrate.

PDE 430

The PDE 430 is completed **ONLY** by the University Supervisor using the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice.

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the Student Teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught, and grade level, should be clearly listed.
3. Write the date on which the conference was held between the Student Teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of Student Teacher/candidate.
 - i. Category I – Planning and Preparation
 - ii. Category II – Classroom Environment
 - iii. Category III – Instructional Delivery
 - iv. Category IV – Professionalism

Each category has Student Teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the Student Teacher/candidate must be aware for the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the Student Teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category's results are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The Student Teacher/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. ***The judgment for the performance for the rating of any category is based on:***
 - ***the rater's overall evaluation of performance in each category and***
 - ***is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high-level evaluation.***

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the Student Teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the Student Teacher/candidate's performance/level of proficiency.
2. It is also the responsibility of the Student Teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the Student Teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a Student Teacher/candidate's performance/level of proficiency.
3. Since the evaluation form serves as a record keeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the Student Teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-To-School Night presentation. It should include the number of sources; for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUTATION

1. After reviewing the results of the Student Teacher/candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the Student Teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the Student Teacher is receiving a particular rating for the category. The evaluator's comments help to focus the Student Teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the Student Teacher/ candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the Student Teacher/candidate's demonstrated performance will be made and checked, resulting in either a particular level of proficiency.
2. The signature of the evaluator, usually the Student Teacher/candidate's supervisor, must be included. In addition, the signature of the Student Teacher/candidate and the appropriate signature dates must also be included. The Student Teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The Student Teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the Student Teacher/candidate. Student Teacher/candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the Student Teacher with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the Student Teacher/candidate. Additional pages may be added if necessary.

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

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

GENERAL REQUIREMENTS

1. Each Student Teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience—once at the midpoint, and once at the end. Not that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the Student Teacher/candidate an opportunity to correct or improve any deficiencies. The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a *minimum total of at least (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

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

Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education (8/1/03)

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission: The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession

Section 2. Introduction: (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24P.S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10). (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose: (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public. (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. 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:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2), and (4) and this chapter. (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district

can locate and employ a permanent substitute teacher certified in library science. (3) Professional educators shall maintain high levels of competence throughout their careers. (4) Professional educators shall exhibit consistent and equitable treatment 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 vocational interest. This list of bases or discrimination is not all-inclusive. (5) Professional educators shall 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) Professional educators shall impart to their students principles of good citizenship and societal responsibility. (7) Professional educators shall 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) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep confidential 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) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 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.

Section 6: Legal obligations: (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School code of 1949 (24 P.S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification: The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights: The professional educator may not:

(1) 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 vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students: The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section

Section 11. Professional relationships: The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

| | | | |
|---------------------|-------|--------|------------------------|
| Student's Last Name | First | Middle | Student Identification |
| 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 |
| <p>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.</p> |
| <p>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 content.</p> |
| <p>Alignment: 354.33 (1)(i)(A), (B), (C), (G), (H)</p> |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|--------------------------------------|
| <p>Student Teacher's performance appropriately demonstrates:</p> <ol style="list-style-type: none"> 1. Knowledge of content 2. Knowledge of pedagogy 3. Knowledge of Pennsylvania's K-12 Academic Standards 4. Knowledge of students and how to use this knowledge to impart instruction 5. Use of resources, materials, or technology available through the school or district 6. Instructional goals that show a recognizable sequence with adaptations or individual student needs 7. Assessment of student learning aligned to the instructional goals and adapted as required for student needs 8. Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals | | | | | | | | |
| <p>Sources of Evidence (Check all that apply and include dates, types/titles and number)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Lesson/Unit Plans _____</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Student Teacher Interviews _____</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Resources/Materials/Technology _____</td> <td style="padding: 5px;"><input type="checkbox"/> Classroom Observations _____</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Assessment Materials _____</td> <td style="padding: 5px;"><input type="checkbox"/> Resource Documents _____</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Information about Students _____</td> <td style="padding: 5px;"><input type="checkbox"/> Other _____</td> </tr> </table> | <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 _____ |
| <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 Student Identification

Category II: Classroom Environment--Student Teacher establishes and maintains an 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:

1. Expectations for student achievement with value placed on the quality of student work
2. Attention to equitable learning opportunities for students
3. Appropriate interactions between teacher and students and among students
4. Effective classroom routines and procedures resulting in little or no loss of instructional time
5. Clear standards of conduct and effective management of student behavior
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the Student Teacher
7. 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 Student Identification

Category III: Student Teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages in learning by using a variety of instructional strategies.

Alignment: 354.33 (1) (i) (D), (F), (G)

Student Teacher's performance appropriately demonstrates:

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

Sources of Evidence (Check all that apply and include dates, types/titles and 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 Student Identification

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:

1. Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
2. Knowledge of school or district requirements for maintaining accurate records and communicating with faculty
3. Knowledge of school and/or district events
4. Knowledge of district or college's professional growth and development activities
5. 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
6. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, and administrators
7. Ability to cultivate professional relationships with school colleagues
8. Knowledge of Commonwealth requirements for continuing professional development and licensure

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

| Overall Rating | | | | |
|-------------------------------|---|---|--|--|
| Category | Exemplary Minimum of 12 Points | Superior Minimum of 8 Points | Satisfactory Minimum of 4 Points | Unsatisfactory Less than 4 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 of 4 Points or above.

Justification for overall rating:

PDE 430

Student's Last Name First Middle Student Identification

District/IU School

Interview/Conference Date _____

School Year _____ Term _____

Required Signatures:

Supervisor/Evaluator _____

Date: _____

Student Teacher _____

Date: _____