CLARION UNIVERSITY OF PA

UNIVERSITY SUPERVISOR GUIDE
FOR
STUDENT TEACHING SUPERVISION

2014-2015
Clarion University of Pennsylvania/School of Education
Guide for University Teacher Candidate Supervisors

Based on a strong commitment to learning and teaching, the mission of the Clarion University School of Education defines the preparation of effective, dedicated, and highly qualified professionals as learners’ constructing knowledge, skills and dispositions. Clarion’s Conceptual Framework for Learning and Teaching encompasses this mission and reflects the current knowledge base in the field of education as advocated by professional accrediting agencies.

INTRODUCTION
A Conceptual Framework for Learners: Constructing Knowledge, Skills, and Dispositions

The Conceptual Framework for Learners, designed by the School of Education, defines and describes principles of learning and teaching for administrators, teaching and human services professionals, students, families, policy makers, and others who make decisions about excellence in education. The Framework offers a foundation for articulating and discussing current learning theories and research on effective educational practices for professional education candidates, as well as for the University and school faculty, and for assessing professional candidate performance.

The successful transition from the role of learner to the role of teacher relies on a successful collaboration between higher education and the broader educational community. This collaboration provides for the uniting of content knowledge and pedagogy with actual classroom practice. It also guides the pre-service teacher into reflective teaching practices under the mentorship of educational professionals, ensuring success for the pre-service teacher. This guidebook outlines policies and procedures essential for such a successful collaboration.

ROLE OF THE UNIVERSITY SUPERVISOR

University Supervisors are faculty members who represent Clarion University within school districts and agencies. As professor of record, the University Supervisors are expected to evaluate the teacher candidate’s performance and the student teaching experience. They provide support and assistance to both the teacher candidate and the Cooperating Teacher.

The University Supervisor’s role is one of facilitator. The Supervisor serves in the capacity of a principal guiding the teacher candidate through the experience. Just as the Cooperating Teacher serves as the day-to-day instructor guiding the teacher candidate through lesson plans, classroom management, daily requirements, and related activities, the Supervisor establishes the field experience parameters, identifies course requirements, structures opportunities for professional development, and regularly communicates with the teacher candidate in various modes.

Communication is the key to success for the teacher candidate during this capstone experience. Email is the primary mode for communication between Supervisor and teacher candidate. The Supervisor is expected to be in weekly email communication, and preferably more often, with the assigned teacher candidates. Similar email communication is expected between the Supervisor and the Cooperating Teacher of all assigned teacher candidates. Student email addresses are located in the University Directory. The Supervisor is expected to use the school contact information provided by the OFS to communicate with the Cooperating Teachers at the beginning of each course placement to obtain email addresses and other pertinent information. This contact MUST be done during the first week of the placement.

Relationship With Teacher candidates/Cooperating Teachers:

- Meet the teacher candidate after the Orientation meeting held the first day of each semester to discuss expectations, requirements, and questions.
- Contact the Cooperating Teacher during the first week of the placement to obtain any additional contact information not yet received and to discuss expectations, requirements, and questions.
- Conduct documented observations, meetings, and conferences as directed and needed.
- Complete one observation form for the teacher candidate’s performance during each on-site visit. Discuss the form with the teacher candidate and the Cooperating Teacher. This must be done on-site
with the teacher candidate and may also be done via email, Desire 2 Learn (D2L), or telephone with the Cooperating Teacher.

- Review lesson plans prior to a scheduled on-site observation to determine any concerns related to the lesson.
- Communicate with the Cooperating Teacher to discuss the teacher candidate’s lesson plans along with any concerns related to the lesson and/or the classroom environment.
- When an on-site observation is possible, record data on any and all activities observed with regard to the Teacher candidate’s actions.
- Conduct a post-observation communication with the teacher candidate and include the examination of data, drawing of conclusions, and setting goals for improvement.
- Conduct a post-observation communication, either online or in person, with the Cooperating Teacher, discussing the teacher candidate’s performance and areas of strengths/weaknesses to be addressed.
- Assist the teacher candidate in achieving required competencies as listed on the STPP.

**TEACHER CANDIDATE POLICIES**

In addition to the policies outlined below, teacher candidates must carefully review the Office of Field Services web page at [http://www.clarion.edu/19887/](http://www.clarion.edu/19887/).

**ABSENCES:** Teacher candidates are to be in attendance for the entire day and to assist in co-curricular activities as may be suggested by the Cooperating Teacher and the University Supervisor. Absences due to illness or personal emergencies require timely notification of BOTH the Cooperating Teacher and the University Supervisor. Other absences must be approved by the Director of Field Services along with the Cooperating Teacher and the University Supervisor. Teacher candidates are permitted up to four absences (including job fairs and interviews) for the ENTIRE SEMESTER. Absences in excess of four days may result in a lower course grade and will have to be made up at the end of the semester. Attendance records are maintained by the Cooperating Teacher and the University Supervisor and are submitted to the Office of Field Services at the conclusion of the semester.

**CALENDAR:** Teacher candidates will follow the calendar of the school district or agency, not the University calendar, during their student teaching assignment. This includes in-service days, vacation breaks, and holidays. Dates for beginning and ending assignments are designated by the Office of Field Services and are noted on the Center Sheets which are supplied to the teacher candidates, the University Supervisors, the Cooperating Teachers, and the cooperating school districts. In the case of agencies, the beginning of the assignment is designated by the center administrator. Assignments begin on the first day of classes at the University and continue until the middle of the University’s Final Exam Week.

**CONFIDENTIALITY:** Teacher candidates are to maintain confidentiality concerning pupil records and information related to the personnel and operation of the districts and agencies in which they are completing their assignments. Therefore, permission must be obtained from parents or legal guardians, Cooperating Teachers, and School Administrators before recording, photographing, video taping, or collecting student products that may be used to identify the students outside the classroom.

**CORPORAL PUNISHMENT:** Teacher candidates are NEVER to administer or witness corporal punishment.

**COURSEWORK AND/OR EMPLOYMENT DURING STUDENT TEACHING:** Student teaching is a full-time responsibility and must occupy the full focus of the teacher candidate. Coursework other than required professional seminars may not be taken unless approved by the Dean’s Office (201 Stevens). No consideration will be given to outside employment in relation to attendance, preparation, and evaluation of teaching performance.

**INSERVICE DAYS:** Teacher candidates must accompany their Cooperating Teachers to in-service seminars, faculty staff meetings, school and agency functions, including any extra-curricular activities suggested by the Cooperating Teacher and the University Supervisor. Teacher candidates may be excused from meetings by the
Cooperating Teacher **IF** it is determined that topics are sensitive and inappropriate for their discussion or involve confidentiality concerns.

**SERVING AS SUBSTITUTE TEACHERS:** Teacher candidates are **NEVER** to serve as substitute teachers because they do not hold a valid Pennsylvania certificate, nor are they employees of the district or agency. Serving as a substitute teacher places the teacher candidate in legal jeopardy and in violation of the school code and the regulations of agencies.

**TRANSPORTATION OF PUPILS:** Teacher candidates are **NEVER** to transport pupils.

**WORK STOPPAGES:** Should a work stoppage occur at a school or agency, teacher candidates are **NOT** to report to their assignments nor enter the facilities after working hours. During selective strikes, teacher candidates are to follow the schedule of their Cooperating Teachers. Teacher candidates are to contact University Supervisors or the Office of Field Services for direction. Teacher candidates are to remain neutral.

   In the event of a work stoppage by University faculty, teacher candidates must **NOT** report to their placements. They must stay home and wait for further directions provided by the Director of Field Services.

**EVALUATION OF STUDENT TEACHING PERFORMANCE**

Teacher candidate performance is continually evaluated through a variety of informal and formal assessments. Teacher candidates must take the initiative in asking for additional feedback whenever necessary. The purpose of assessment is to guide teacher candidates toward improved performance. As teacher candidates move through the assignment(s), they are encouraged to reflect on their performance and to become more independent in their decisions so that they are prepared to assume responsibility for their own classrooms.

Cooperating Teachers are the daily instructors/mentors of the teacher candidates. They provide continuous informal feedback and written documentation of student teaching performance throughout the assignment. University Supervisors are the educational leaders of this field experience triad. They rely on the day-to-day observations by the Cooperating Teachers to determine the teacher candidates’ progress in the classroom. They also rely upon frequent and consistent communication with the teacher candidate through D2L activities, periodic seminars, reflective journals, and email/telephone conversations.

When Supervisors complete on-site observations, teacher candidates are to review written comments on the visitation report, and sign the report to indicate that they have read and discussed the written evaluation. During the last conference, the teacher candidate, the University Supervisor, and the Cooperating Teacher are encouraged to meet and discuss the Student Teaching Performance Profile (STPP) and the final grade.

**Formative Evaluation**

Formative evaluation provides teacher candidates with immediate and continuous feedback on performance throughout the field experience. This feedback can be formal and informal. Informal feedback includes comments on lesson and thematic unit plans, brief conferences, emails, notes in the journal, and verbal comments. Formal feedback provides teacher candidates, via email or otherwise in writing with objective data, information, suggestions for improvement, and specific goals for improved performance.

**Summative Evaluation**

The teacher candidate receives summative evaluations and letter grades from the Cooperating Teacher and the University Supervisor. These evaluations and grades will be discussed in conference with the teacher candidate. The University Supervisor is the professor of record and will submit final grades to the University. Factors determining the letter grade will be detailed on the Student Teacher Performance Profile (STPP) and in the written narrative that accompanies the final STPP.

Growth in teacher candidate competence is sequential and developmental throughout the student teaching experience. Performance during the first half of the semester, therefore, may not reflect all of the standards noted in the grading guidelines on the STPP. There must be, however, evidence of performance which meets most standards. Performance during the last few weeks of the semester will reflect adherence to all of the standards on the STPP as it pertains to the major(s)
A letter grade of “A” indicates that the teacher candidate almost always demonstrates outstanding performance in the majority of student teaching competencies as indicated on the final STPP. In addition, these teacher candidates have reflected a strong desire to succeed, shown initiative in assuming professional responsibilities, attempted to involve themselves in the total school environment, and have designed and implemented instruction that reflects creativity and originality. They have thoroughly completed required assignments in a timely manner.

A letter grade of “B” indicates that the teacher candidate demonstrates competent performance in the majority of student teaching competencies as indicated on the final STPP. These teacher candidates understand the concepts and implement the instruction well. They have completed required assignments with varying degrees of promptness, thoroughness, and creativity.

A letter grade of “C” indicates that the teacher candidate demonstrates satisfactory performance in the majority of student teaching competencies as indicated on the final STPP. Typically, these teacher candidates rely on their Cooperating Teachers and their University Supervisors for decision-making, resources, and content knowledge. Maturity and leadership skills must be further developed. These teacher candidates require assistance and mentoring. They have completed required assignments with varying degrees of thoroughness and promptness. The Teacher candidate earning a “C” is required to meet with the Assistant Dean.

A letter grade of “D” indicates that the teacher candidate demonstrates unsatisfactory performance in the majority of student teaching competencies as indicated on the final STPP. All required assignments may not have been completed. The teacher candidate is not eligible for certification and graduation in the degree program and must meet with the Assistant Dean.

A letter grade of “E” indicates that the teacher candidate has earned unsatisfactory ratings in all of the Teacher candidate competencies as indicated on the STPP. The teacher candidate has failed to complete one or more required assignments. The teacher candidate is not eligible for certification and graduation in the degree program and must meet with the Assistant Dean.

**Rules and Regulations of the Field Site**

The students must abide by the University’s *Student Rights, Regulations and Procedures Online Handbook*. Copies of this handbook are available in the Office of Judicial Affairs and Mediation, 204 Egbert. In addition, the University has other regulations, procedures, institutional practices, and professional expectations for students, which apply to field participants assigned to the school districts or agencies. It is the responsibility of the field participant to become aware of the expectations (qualifications and conditions), rules, and the code of conduct at the University. Check the Office of Field Services website (http://www.clarion.edu/19284/)

It is the underlying premise of Clarion University that any student within any of the degree programs available at the University will need to meet the qualifications and conditions for application for field experiences regardless if the student must do so with or without an assistive device. If the student, as a field participant, cannot meet the qualifications and conditions for application in a student teaching, internship or externship field experience, then he or she should contact the Director of Field Services. Should a student at any time believe that he or she needs to be accommodated due to a disability, then that student should contact not only the Director of Field Services but also the Coordinator of Disabilities Support Services (DSS) at Clarion University.

A student may be removed from a field placement for either unsatisfactory academic performance, not meeting requirements of the profession, or due to unacceptable behavior. If at any time, under any of the initiation processes or during the appeal process, the student can demonstrate that the reason for his or her unsatisfactory academic performance or unacceptable behavior is due to a disability-related issue, the student should make the Director of Field Services aware of this matter in writing. As soon as the Director of Field Services is aware of such issue, the Director of Field Services shall have the obligation to inform the Coordinator of the Disability Support Services for consultation, to request an appropriate assessment and, if necessary, to permit the participation of the Coordinator as part of the committee during the review processes. It should also be noted
that, since each student’s situation is different, each case that falls under this policy would be determined on a case-by-case basis.

**Policy Reasons for Field Assignment Withdrawal, Reassignment and/or Termination**

Clarion University may remove the field participant from a field assignment for any of the following reasons:

1. Behavior unacceptable to the school district or agency: If the behavior exhibited by the field participant is not acceptable to the school district or agency, the school district, or agency initiated process will be followed.
2. Behavior unacceptable to the University: If it is determined by the University Supervisor that the behavior exhibited by the participant is not acceptable to the University, the University initiated process will be followed.
3. Unsatisfactory academic performance within a school district, or agency: If it is determined by either the Cooperating Teacher or the University Supervisor or by the administrator of the district or agency that the teaching/clinical competency of the student is at an unsatisfactory level, the University initiated process will be followed.

**Initiation Process for Withdrawal, Reassignment and/or Termination District or Agency Initiated:** A request by the Cooperating Teacher and/or district administrator to terminate a student from a field assignment will receive an immediate response. A thorough review of the events leading up to the request by the school district or agency will determine whether or not remediation, withdrawal or termination is appropriate.*

If the behavior exhibited by the field participant is not acceptable to the school district or agency, the school district or agency decides unilaterally as to whether the student will be automatically terminated from that field assignment or whether further review will be given by the administrator in collaboration with the Cooperating Teacher, University Supervisor, and Director of Field Services to determine the appropriate course of action. If the school district, or agency gives further review with the student and improvement is evidenced satisfactorily to the organization, district, or agency, no further action will be taken by the district or agency. However, if the behavior continues, at the discretion of the school district or agency, the field assignment will be terminated. Moreover, if the assignment is terminated by the school district, or agency without further review being permitted by that school district or agency, the second level of review under the University initiation process will be followed at this point.

**Situational:** A student who withdraws from a field experience citing extenuating circumstances that are beyond that student’s control, such as health or other personal reasons, may request future consideration. Conditions for that reconsideration should be stated in writing by the student to the Director of Field Services.*

*If the initiation process is instituted by either the district or is situational, the Director of Field Services, in conjunction with the University Supervisor and the student, will make an initial determination. Such determination shall be placed in writing and given to the student from the Director of Field Services as to how the student will proceed in his or her degree program.

**University Initiated:** If it is determined by the University supervisor that the competency of the student is at an unsatisfactory level performance (whether academic, professional, or behavior related), based on the competencies indicated on the appropriate evaluation form for whichever field assignment the student is participating in, or are not in the best interests of the clients, a three-way conference of the cooperating professional, the University supervisor and the student will be held to discuss the concern, possible outcomes, and remedial strategies. This action will result in earnest attempts by the cooperating professional and the University Supervisor to assist the student with acknowledging problems and making corrections as documented in writing in the student observation reports. If the initial conference does not alleviate the unsatisfactory level of performance by the student, a second level of review will result, with a committee consisting of the above identified three parties.
At the second level of review, it will be determined whether there will be a withdrawal, reassignment or termination of the field assignment. This committee may recommend an intervention course, if available, within the student’s degree program. If the student is given the option of the intervention course and elects to take the same, the student, upon successfully completing such course, may be reassigned to a field assignment. If a remediation strategy is inappropriate for the situational reasons of the student, recommendations for other available options will be discussed on an individual basis with the student at the time of the termination of the assignment. In the event the second level of review process is being used as a result of the initial school district or agency initiated process, then the cooperating personnel manager will not be a part of the review at this second level.

Any exceptions to the above rule under the University initiated process would include, but not be limited to, those policies as outlined in the Student Rights, Regulations and Procedures Online Handbook as well as the Non-Discrimination Policy and Procedures Handbook.

**APPEAL PROCESS**

If a student field participant is not satisfied with the decision made by the University as it relates to the initial determination of a withdrawal, reassignment or termination, that student will have five (5) business days from the date they are notified of that decision to appeal such decision to the Dean of the College of Education and Human Services (certification officer). The Dean will convene a committee comprised of herself/himself, the department chair of the student’s degree program, and the academic advisor or a departmental designee. The committee will render a decision regarding the withdrawal or termination of the field assignment.

If the student field participant remains dissatisfied with the results at this level of determination, he or she should so inform the Provost and Academic Vice President within five (5) business days from the date that he or she was informed of the findings at this level. If the student is, as a field participant, dissatisfied with the findings of the Provost and Academic Vice President, he or she should so inform the President within five (5) business days of the date he or she was informed of the Provost’s findings. At any juncture during the appeal process, if the student believes that he or she has been or is being discriminated against, the non-discriminatory process shall be used. The University’s Non-Discrimination Policy and Procedures Handbook provides the procedures and review process that must be utilized in such instances. A copy of this policy can be obtained in the Office of Social Equity, 207 Carrier Administration Building, Clarion, PA 16214. The phone number of this office is 814-393-2109.

**THE STUDENT TEACHING EXPERIENCE**

**Roles and Responsibilities of the Teacher candidate**

Student teaching is a time when a teacher certification candidate has the opportunity to assume the roles of a professional. In this regard, the Teacher candidate is expected to assume professional responsibility for conduct while working in a cooperating school, be prepared to identify problems/successes, and learn from them.

The teacher candidate must realize that the University and the schools exert sincere efforts to provide opportunities to gain practical experience under the guidance of a master teacher. As the principal beneficiary of the efforts of all persons involved in the conduct of the student teaching program, the teacher candidate is responsible for maintaining an open and flexible attitude in order to promote a positive learning experience.

The teacher candidate must recognize that the Cooperating Teacher has total responsibility for the instructional program and for procedures followed in the classroom. The teacher candidate is expected to demonstrate courteous behavior which conforms in general to the expectations of the school administration and all members of the teaching and support staff.

As a means of gaining greater insight into the role of a classroom teacher, the teacher candidate must assume the same responsibilities as the Cooperating Teacher. This includes, but is not limited to, reporting times, in-class and extra-class activities, faculty meetings, parent-teacher organization meetings, parent-teacher conferences, and professional meetings.
It is imperative to establish a positive, professional relationship with the Cooperating Teacher and other faculty members, as well as the entire school staff, in order to complete a successful and productive student teaching experience.

**Requirements for Student Teaching**

The following list of requirements and expectations for Teacher candidates has been generated by University Supervisors, Cooperating Teachers, and school administrators. The course syllabus for student teaching is given to each Teacher candidate by the University Supervisor.

**Orientation for the Student Teaching Experience**

Prior to your initial visit to the assigned school create and send a letter of introduction to the cooperating teacher. The letter should contain information about, but not limited to; educational philosophy, college highlights, community service, hobbies/interest, personal family information, and any other information you may feel is relative to the upcoming experience.

Teacher candidates will contact Cooperating Teachers and schedule visits to the schools and classrooms. During the initial visit a teacher candidate will:

- Meet the principals and office personnel
- Become familiar with the physical plan of the school, agency, outdoor environment, and classrooms
- Obtain information related to the Cooperating Teacher’s class schedule, reporting times, textbooks and manuals, and exchange telephone numbers
- Obtain information related to the school and/or agency’s time schedule, calendar, discipline policy, policy manual, student manual, and any other pertinent information. Have this information with your materials
- Discuss potential unit topics, and identify concepts and essential skills to be included

During the first week, the teacher candidate will become familiar with a variety of aspects of the school and agency environment and will:

- Obtain a seating chart, learn the pupils’ names and establish a rapport with them; note special seating arrangements, health and physical needs.
- Make copies of the seating chart; observe the pupils and teacher for 5 to 7 minute episodes by recording behaviors:
  - Observe:
    - On-off task learner behavior
    - Classroom traffic flow
    - Verbal flow: who is speaking, and to whom
    - Types of verbal interactions: responses, questions
    - Teacher movement in the classroom
    - Gender equity

Review the Cooperating Teacher’s instructional materials and resources along with those in the audio-visual department, the library, and the community and:

- Discuss the topics for weekly lesson planning.
- Discuss the rules and responsibilities of the Teacher candidate, Cooperating Teacher, and the University Supervisor.
- Record observations of teacher and learner interactions and discuss classroom management procedures and schedules. Observe recommended teachers and classes, specifically noting on-off task behavior, developmental differences of learners, various discipline procedures, and teaching styles.
- Participate in aspects of teaching by assisting the teacher and the learners.
 Assist the Cooperating Teacher with homeroom and supervisory duties such as attendance, absence excuses, opening exercises, recess and open campus, hall monitoring, study halls, playground supervision, bus and lunch duties, and any other duties assigned to the Cooperating Teacher.

 Meet the counselors, media specialists, specialists, teachers, secretaries, custodians, aides, and other support personnel at the school and/or agency.

 Examine and evaluate textbooks and other instructional materials.

 Provide the University Supervisor with a class schedule and prepare for the initial observation.

 Begin to prepare reflective journal entries.

 **Planning and Preparation**

 Plan a content outline which is age appropriate and consistent with the curriculum for each unit.

 Plan varying modes of instruction, including large group, small cooperative groups, and individual practice and application.

 Plan learning experiences which promote a global awareness and cultural diversity.

 Plan a variety of informal and formal evaluation methods which will be congruent with instructional goals. Submit all tests to the Cooperating Teacher for review THREE DAYS IN ADVANCE of duplication/administration.

 Plan enrichment activities for learners who progress quickly or need acceleration.

 Plan adaptations for students in need of special learning support.

 Obtain and develop a variety of instructional materials and use supplemental references and resources.

 Prepare lesson plans and submit to the Cooperating Teacher AT LEAST THREE DAYS IN ADVANCE of the lesson presentations.

 Discuss and revise lesson plans with the Cooperating Teacher prior to instruction.

 Organize learning experiences which involve community resources and which encourage parent involvement.

 Design bulletin boards and visual displays.

 Maintain instructional materials file containing instructional materials, resources, and enrichment activities.

 **Classroom Environment**

 Reinforce the expectations for learner behavior, rules of the Cooperating Teacher, and school policies.

 Assist learners in formulating and reinforcing classroom rules.

 Respond to disruptions with prompt and appropriate actions, demonstrating fair and consistent solutions to discipline concerns.

 Create an environment for learning and respect for others.

 Encourage on-task behavior, learner involvement, individual ideas, and self-motivation for learning.

 Make effective use of time, particularly at the beginning and end of class and at transitions between activities.

 Organize for instruction and perform routine tasks before and after school and during planning periods.

 Maintain safety and health standards in the school and/or agency, including science and computer laboratories, music and art facilities, library, resource room, gymnasium, and outdoor environments.

 Attend to the physical environment, which includes lighting, heating, ventilation, traffic flow, and organization of equipment and furniture.

 Encourage learners to express their ideas, opinions, creativity, and talents in a socially acceptable manner.

 Exhibit respect for individual differences and diversity.

 Provide a highly motivational learning environment.

 **Instruction**

 Implement instruction using prepared, organized, and field-tested materials.
Vary procedures and materials to accommodate for individual differences in ability, interest levels, and pupil learning styles.

Utilize a variety of motivational teaching strategies and materials.

Incorporate a variety of audio and visual equipment and technology.

Employ questioning techniques that encourage decision making, problem solving, and critical thinking.

Develop writing skills on the overhead projector and chalkboard.

Teach with the Cooperating Teacher and other teacher candidates when applicable.

Evaluate pupil performance, informally and formally, using a variety of assessment techniques.

Utilize appropriate language, grammar, and voice qualities.

Articulate the directions and instructions for learning experiences effectively.

Demonstrate ability to explain content clearly in language appropriate to the discipline.

Provide appropriate verbal and nonverbal responses to learners.

Demonstrate flexibility and responsiveness in the classroom.

**Professionalism**

Exhibit enthusiasm and desire to teach.

Model the values and standards for conduct in the Pennsylvania Code of Professional Conduct for Educators developed for certified teachers.

Be punctual in attendance and meet time schedules.

Attend extra-curricular activities. Assist in activities only under the supervision of a certified teacher.

Dress and behave in a professional manner at all times.

Demonstrate initiative to direct activities under the supervision of the Cooperating Teacher.

Exercise confidentiality when sharing information about situations, events, and persons of the school and/or agency.

Contact Career Services for professional planning.

Attend required professional seminars and workshops at the University.

Complete all University requirements and teaching experience as indicated in the Clarion University Teaching Candidate Manual.

Develop a professional writing style; submit all written communications intended for distribution to the Cooperating Teacher for approval.

Seek the advice of school and/or agency specialists in providing for individual needs.

Accept advice and constructive feedback from the Cooperating Teacher, the University Supervisor, and administrators. Keep lines of communication open through frequent conferences.

Communicate professionally and effectively with educational personnel, students, and parents.

Communicate learner progress to parents in writing and through parent-teacher conferences under the advisement of the Cooperating Teacher.

Maintain accurate, thorough, and confidential student records.

Author a daily reflective journal.

Technology to be used within these structures includes:

- Email among cooperating teachers, teacher candidates, and University Supervisors.
- D2L organization access among cooperating teachers, teacher candidates, and University Supervisors.
- Electronic journaling between teacher candidates and University Supervisors.
- Electronic evaluation reporting among cooperating teachers, teacher candidates, and University Supervisors.
- Websites specifically for use by cooperating teachers, teacher candidates and University Supervisors with access to all required forms electronically. The goal is to become as paperless as possible.
- Paper requirements for PDE will be maintained.
LESSON PLAN COMPONENTS

Lesson plan components vary by major. The University Supervisor will give the teacher candidate the required lesson plan format. The Supervisor will also provide this format to the Cooperating Teachers. The two lesson plan formats are on the web section at [http://www.clarion.edu/19887/](http://www.clarion.edu/19887/). The teacher candidates have used these examples in their 300 level courses. The Supervisor may choose to use one of these formats or a modification thereof. *Once the Teacher candidate has developed at least two lesson plans according to the University Supervisor's format, the format will be revised to meet the Cooperating Teacher's needs.*

UNIT PLAN

Unit components vary by major. The University Supervisor will give teacher candidates the format they want to be used. The Supervisor will also provide this format to the Cooperating Teachers, so they are aware of the structure. However, the unit can only be completed IF it is associated with the curriculum needs as identified by the Cooperating teacher AND there is an opportunity for the unit to be taught. **The University Supervisor must understand that a unit is not a requirement of student teaching.** Although it is something that should be done, it can only be done with the complete approval of the Cooperating teacher.

The unit focuses on content knowledge and essential skills drawn from national and state standards, curriculum of districts and/or agencies as well as the interests and needs of individual students at a specific grade level and course(s). A topic or theme is organized including specific knowledge, attitudes and skills for the students to achieve. The unit plan reflects originality and creativity and identifies outside resources.

The unit is designed for a minimum sequence of three instructional lessons. An effective unit uses the relationship between individual lessons and their cumulative effects to achieve outcomes at higher levels of behavioral complexity, which may include the learning of concepts, the application of facts and understandings to real world problem solving, and the ability to make value judgments. The unit should reflect professionalism in organization and presentation.

The completed unit MUST be submitted for review by the Cooperating Teacher and University Supervisor at least five days prior to instruction. Drafts MUST be shared with the Cooperating Teacher and with the University Supervisor regularly.

Teacher Candidate Work Sample

Each program has a specific assignment that is aligned with the national standards, to measure the candidates’ affect on student learning.

DAILY REFLECTIVE JOURNAL

The University Supervisor requires teacher candidates to keep a journal of classroom experiences. Teacher candidates may record such things as special problems encountered and attempted solutions, successful techniques of motivation, or pupil control along with observations on worthwhile methods employed by the Cooperating Teacher. The daily journal will be reviewed by the supervisor weekly and discussed with the Teacher candidate. Email is the best way to share this journal with the Supervisor. The Cooperating Teacher is not to be included in the viewing and discussion of this journal. This is an opportunity for the teacher candidate to share with the Supervisor without worrying about the opinion of the Cooperating Teacher.

Journal writing is a flexible way for a teacher candidate to record what he or she is experiencing. Journal entries should not be mere recitations of the schedule for the day. Journal entries can focus on several different aspects of your program. One day, a teacher candidate might describe the physical setting and how it related to the day’s activities; another day, the emotional climate.
Keeping a journal allows a teacher candidate a great deal of latitude: The Supervisor is to encourage the teacher candidate to decide what to look for and how to record what has been experienced. The journal may discuss reflection on reactions to what has been seen and done that day. Examine a problem or situation more “in depth” or look more closely at a given student to see what is causing him or her to behave in a certain way.

**University Supervision Mileage**

The Supervisor will complete on-site visits during each placement. A minimum of three (3) visits per placement course are required. Mileage will be paid based upon the completion of the travel voucher for reimbursement with the minimum number determined by the course placement option. If there appears to be a problem with the course placement/teacher candidate, the Supervisor must receive email approval from the Assistant Dean before an additional on-site visit can be made by the Supervisor. Email and/or telephone communication with the Assistant Dean is necessary in order to determine the need for the extra visit by the Supervisor. *The Assistant Dean reserves the right to expand the number of on-site visits during each course placement.*

Mileage request forms for travel must be completed and approved by the Assistant Dean prior to travel. Mileage should be estimated on the request forms at the approved University rate. Please estimate the mileage from either your home or the campus, whichever is the shortest distance. If there are changes in the schedule, please email this change information to Jill Johnston at jjohnston@clarion.edu. This will be attached to the request copy.

**Travel request forms** must be completed as soon as possible and submitted to the Office of Field Services. Please complete the form with all requested information, including a calculated estimate of travel mileage and meal reimbursement. The amount for meal reimbursement for lunch if the travel is more than 15 miles from the base is identified in the faculty contract.

**Travel voucher forms** are to be completed **by the end of each month** and submitted to the Office of Field Services. Mileage is to be determined from the base with the shortest distance, e.g. from the residence (base) or from campus (base), whichever is shorter.

It is suggested that a travel log be kept throughout each semester. The Supervisor may be asked to submit detailed documentation to explain the mileage on the submitted voucher. The log format is on the OFS website at [http://www.clarion.edu/19887/](http://www.clarion.edu/19887/).

If there are concerns regarding Teacher candidate performance and related visitations, please discuss it with the Assistant Dean. During these discussions, several options may become available to help the teacher candidate. They may include:

- Scheduling additional on-site visits. This must first be discussed with and approved by the Assistant Dean.
- Scheduling a meeting with the teacher candidate, University Supervisor, and the Assistant Dean on campus.
- Scheduling a meeting with the teacher candidate, Cooperating Teacher, University Supervisor, and the Assistant Dean at the placement site.
- Remove the teacher candidate from the placement either temporarily or permanently.
- Remove the teacher candidate from the placement and transfer into ED 420 for remediation. The University Supervisor will design and be responsible for this remediation.
- Other activities to be determined by the Assistant Dean.

**Evaluation Requirements**

The University Teacher candidate Supervisor will use the following forms for all observations and evaluations. These forms can be found in two areas – on the Office of Field Services website at [http://www.clarion.edu/19887/](http://www.clarion.edu/19887/) and on the D2L Field Experience Web.

- Observation forms,
✓ PDE 430 and 430A forms,
✓ Teacher candidate Work Sample Scoring Rubric if required for the major,
✓ Teacher candidate Performance Profile (STPP),
✓ Attendance and Grade form.

University Supervisors are encouraged to complete the final observation on-site during the last two weeks of the course placement. Supervisors should meet with each teacher candidate at the end of each course placement after the final on-site observation to discuss the student’s final evaluation (STPP, PDE 430/430A) and grade (University Attendance and Grade Report form) for the placement. This meeting may take place on campus or on site.

**Desire 2 Learn (D2L)**

University Supervisors may use D2L with their teacher candidates throughout the semester. The supervisor’s username and password to log into D2L is the same username and password they use for campus email.

D2L provides the opportunity for Supervisors to:

- Post documents
- Post announcements
- Involve Teacher candidates in group discussions for course-related debates and conversations
- Exchange files with and among teacher candidates.
- Send e-mail messages to one or all of the group members.
- Share instructional/assessment strategies, techniques, activities, assignments, classroom management strategies, etc. that have been successful among the teacher candidates.

**Supervisor Check List for Requirements**

The following forms must be completed and submitted to the Office of Field Services for each Teacher candidate during each placement:

- Six Visitation forms, one for each visit during each placement
- Teacher Candidate Performance Profile (STPP) with narrative
- PDE 430 and 430A
- Attendance and Grade Recommendation

**Incident/Accident and Form**

Any time there is an incident/accident involving a teacher candidate, please notify the Assistant Dean as soon as possible. Please complete the incident/accident form and return it to the OFS. It is very important that as much detail as possible be recorded on this form and given to the OFS. Please use the back of the form and attach copies of any related information to this form. Be sure to keep a copy in your file of everything given to the OFS.
CLARION UNIVERSITY OF PENNSYLVANIA
REPORT OF INCIDENT/ACCIDENT

Date of Incident/Accident: _______________ Time of Incident/Accident: _______________

Location of Incident/Accident (Please be specific): ________________________________
_____________________________________________________________________________

Persons Injured

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone #</th>
<th>Age</th>
<th>Extent of Injury</th>
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(If applicable) Property Damage: Estimated Amount of Damage ______________

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<th>Owner</th>
<th>Address</th>
<th>Property Description</th>
<th>Damage description</th>
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Description of Incident/Accident

(If Available) Witnesses:

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<th>Address</th>
<th>Phone Number</th>
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Report Submitted by:

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<th>Signature</th>
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