



Clarion University of Pennsylvania

School of Education

TEACHER CANDIDATE EXPERIENCE

MANUAL

Office of Field Services

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Office of Field Services

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Welcome!

The student teaching experience is the capstone activity leading to teacher certification. It is during this experience that Teacher Candidates have the opportunity to assume the responsibilities of a working professional in a live classroom. During this experience, Teacher Candidates will be guided to improve their instructional design, implementation and delivery methods, classroom management skills and to begin to develop their own 'style' of teaching; all under the close guidance and supervision of an experienced professional teacher and University Supervisor.

Due to the importance and difficulties associated with this final stage of educator preparation, multiple formal and informal evaluations and observations are necessary to guide the Teacher Candidate towards a successful completion of their teacher preparation studies.

The following document contains information pertaining to all aspects of the Student Teaching experience. Teacher Candidates, Mentor Teachers and University Supervisors are asked to familiarize yourself with all appropriate sections of the document. Any questions should be sent to the Director of Field Services via the contact information listed below.

Thank you again for your time and dedication to this vitally important aspect of teacher preparation!

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VERIFICATION AND ACKNOWLEDGEMENT OF HAVING READ THE CLARION UNIVERSITY OF PENNSYLVANIA SCHOOL OF EDUCATION TEACHER CANDIDATE EXPERIENCE MANUAL

1. This is to verify that I have read the Clarion University of Pennsylvania School of Education Teacher Education Manual available on the Office of Field Services website.
2. I acknowledge that I will be held responsible for **all policies** and **requirements** list in the CUP Education Guide for Teacher Candidate Experiences, Teacher Candidate Information and Appendices found in the *Teacher Candidate Experience Manual*.
3. I understand that submission of this signed form to the Office of Field Services is a requirement before beginning the student teaching experience.

Name (print): _____

Signature: _____

Date: _____

Bring signed form to Teacher Candidate Orientation.



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CLARION UNIVERSITY OF PENNSYLVANIA/SCHOOL OF EDUCATION GUIDE FOR STUDENT TEACHING EXPERIENCES

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.

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 expected 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.

Mentor Teachers are the daily instructors/mentors of the Teacher Candidates. They provide continuous informal feedback and written documentation of student teaching performance throughout the placement. University Supervisors are the educational leaders of this field experience triad. They rely on the day-to-day observations by the Mentor 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. As professor of record, the University Supervisor will make the determination of the final grade.

When Supervisors complete on-site observations, Teacher Candidates are to review areas of strengths, areas for improvement and written comments from the University Supervisor / Mentor

Teacher and sign the report to indicate that they have read and discussed the written evaluations. During the last conference, the Teacher Candidate, the University Supervisor, and the Mentor Teacher are encouraged to meet and discuss the Candidate Preservice Assessment of Student Teaching (CPAST), 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 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 CPAST Evaluation, 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 each placement will reflect adherence to all of the standards on the STPP as it pertains to the major(s).

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 of the University. The Teacher Candidate Manual for Student Teaching can be found on the Office of Field Services website.

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.

Evaluation Requirements

The University Teacher Candidate Supervisor will use the following forms for all official observations and evaluations. These forms can be found on the Office of Field Services website under *Teacher Candidate Field Experience*. ****ALL evaluations and form must be submitted electronically to the OFS****

- ✓ PDE 430 and 430A forms
- ✓ Teacher Candidate Work Sample Scoring Rubric
- ✓ Student Teacher Performance Profile (STPP) (One from Mentor Teacher and one from the University Supervisor for each placement)
- ✓ Attendance and Grade form
- ✓ CFAST Evaluation (This form is NOT available on the OFS website; it will be emailed to the University Supervisor prior to the beginning of the semester.)

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 (CFAST, 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.

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 Mentor Teachers. The lesson plan formats are on the OFS website under *Supervisor Resources*. 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.

UNIT PLAN

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 five 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 Mentor Teacher **at least five** days prior to instruction. Drafts **MUST** be shared with the Mentor Teacher and with the University Supervisor on request.

Teacher Candidate Work Sample

Each program has a specific assignment that is aligned with the national standards, to measure the candidate's affect on student learning. Use the appropriate Clarion University Teacher Candidate Work Sample Impact on Student Learning Assignment (ECH/Middle Level/Secondary). This information is found on the OFS webpage under *Teacher Candidate Field Experience*. The Teacher Candidate Work Sample should be used in conjunction with the Unit Plan assignment.

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 Mentor Teacher. The daily journal will be reviewed by the supervisor weekly and discussed with the Teacher Candidate. Creating a Google Doc, that the University Supervisor can access, is one of the best ways to share this journal. The Mentor 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 any potential reprisal from the Mentor 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.

Incident/Accident Form

Any time there is an incident/accident involving a Teacher Candidate, please notify the Director of Field Services as soon as possible. Please complete the incident/accident form [Appendix B] 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.

Sexual Harassment

As a professional you are not to engage in behaviors that are considered improper, as a student teacher you have the right to expect to be free from anyone sexually harassing you. It is the policy of Clarion University of Pennsylvania that any harassment of students based on sex is unacceptable and will not be tolerated. Clarion University is committed to insuring that the learning environment for its students on campus, as well as in the field, is consistent with the high principles and goals of any academic community.

What is Sexual Harassment?

Unwelcome sexual advances, requests for sexual favors, or conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of academic success or employment.
2. Such conduct is sufficiently pervasive or severe to interfering with an individual’s work or academic performance or it creates an intimidating, hostile, or offensive environment.

Examples of Sexual Harassment

1. Conduct of a sexual nature that is sufficiently severe or pervasive to have the effect of harassing or stigmatizing others on the basis of their sex, sexual orientation or gender identity.
2. The use of sexually explicit pictures, objects, or materials that have no legitimate or instructional purposes.
3. Unwelcomed use of social media, letters, e-mail or phone calls of a sexual nature.
4. Sexual graffiti or visuals.
5. Unwelcomed touching, pinching, or patting.
6. Repeatedly being asking for a date after disinterest has been expressed.
7. Pressure for sexual favors.

What Should You Do?

- When overt tell the offender to stop.
- If you have concerns about sexual harassment you must promptly share them with your University Supervisor.

- If it is not possible to discuss the matter with your supervisor you must choose the Director of Field Services, another faculty member, your advisor, a public safety officer, a residence hall assistant or director, a member of the university administration or any member of the President's Commission on Sexual Harassment.
- Once you report your concerns about sexual harassment to your supervisor or one of the other individuals listed they must then report your concerns to the Office of Social Equity.
- All supervisors are obligated to report any known allegations of sexual harassment to the Office of Social Equity.

Possible Actions If you are a Victim

The problem may be resolved in one of the following ways:

1. You may use individual action to resolve the problem through verbal or written communication with the person whose actions are offensive. In simple terms, tell the offender to STOP the action/language that you find offensive.
2. If that approach does not resolve the matter, or if you do not want to interact directly with the offender, talk your supervisor and contact the Office of Social Equity to act as mediator in an effort to achieve an informal resolution to the problem.
3. You may be accompanied by any person of your choosing from within the university community during the informal process or meetings for the purpose of consultation.
4. If the concerns raised cannot be resolved through informal discussions, or if the conduct reported is so egregious, consult with the Office of Social Equity and proceed directly to file a formal written complaint.

More Details on Sexual Harassment

All students can review information on Sexual Harassment and complete an online training program at:

(<http://www.clarion.edu/about-clarion/offices-and-administration/university-support-and-business/office-of-social-equity/policies-and-compliance/index.html>).

To learn more on procedures dealing with this issue the university web page has a link to ***The Sexual Harassment Policy and Procedures of Clarion University of Pennsylvania*** Published jointly by Office of Social Equity and Presidential Commission on Sexual Harassment.

POLICY FOR WITHDRAWAL, REASSIGNMENT AND/OR TERMINATION

Background

Clarion University collaborates with a large number of business organizations, school districts and agencies each year to provide field experiences for majors. The University requires these field experiences as does many of the licensing boards and certification agencies. Field experiences consist of, but are not limited to, student teaching, participation in nursing clinics, or internships and externships with local businesses or government agencies.

Clarion University places field participants in experience activities as guests of the business organization, school district, or agency. Accordingly, students must recognize that the University has been given the privilege to place students at field sites and therefore, the overriding factor is that the student is at all times a guest of that business organization, school district or agency.

Rules and Regulations of the Field Site

Teacher Candidates must abide by the University's Student Rights, Regulations and Procedures handbook found on the Clarion University website. Copies of this handbook are available in the Office of Judicial Affairs and Mediation, 260 Gemmell. In addition, the University has other regulations, procedures, institutional practices, and professional expectations for students, which apply to field participants assigned to the business organization, 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.

It is the underlying premise of Clarion University that any Teacher Candidate 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 Teacher Candidate 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. Students must meet all requirements of the profession.

A Teacher Candidate 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 Teacher Candidate 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.

The College of Arts, Education and Sciences may remove the Teacher Candidate from a placement for any of the following reasons:

1. Behavior unacceptable to school district: If the behavior exhibited by the field participant is not acceptable to the school district, school district initiated process will be followed. Examples of such violations include, but are not limited to, criminal conduct and breaches of business organization, school district, or agency policy (e.g., confidentiality, safety, attendance, dual relationships).
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: If it is determined by either the Mentor Teacher, the University Supervisor, or by the district administrator that the teaching 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 Initiated: A request by the Mentor 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 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, school district decides unilaterally as to whether the student will be automatically terminated from that placement or further review will be given by the administrator in collaboration with the Mentor Teacher, University Supervisor, and Director of Field Services to determine the appropriate course of action. If the school district gives further review with the student and improvement is evidenced satisfactorily to the district, no further action will be taken by the district. However, if the behavior continues, at the discretion of the school district, the placement will be terminated. Moreover, if the assignment is terminated by the school district without further review being permitted by that school district, the second level of review under the University initiation process will be followed at this point.

Situational: A Teacher Candidate who withdraws from a placement 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 Teacher Candidate is at an unsatisfactory level performance (whether academic, professional, or behavior related), based on the competencies indicated on the appropriate evaluation form for whichever placement the student is participating in, or are not in the best interests of the students, 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, if available, within the student's degree program. If the student is given the option of the intervention and elects to take the same, the student, upon successfully completing such intervention, may be reassigned to a placement. 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 initiated process, then the cooperating professional 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 Teacher Candidate 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 Director of the School of Education. The Director 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 Teacher Candidate 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 Teacher Candidate is 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 the object of discrimination, 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.

UNIVERSITY SUPERVISOR INFORMATION

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 Mentor Teacher.

The Supervisor guides the Teacher Candidate through the experience. Just as the Mentor 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, assesses work products, regularly communicates with the Teacher Candidate in various modes, and assigns course grades.

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 Mentor 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 Mentor 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/Mentor Teachers:

- ❖ Meet the Teacher Candidate after the Orientation meeting held the first day of each semester to discuss expectations, requirements, and questions.
- ❖ Contact the Mentor 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 CPAST form for the Teacher Candidate's performance during each on-site visit. Discuss the form with the Teacher Candidate and the Mentor Teacher. It is recommended that this discussion be conducted on-site with the Teacher Candidate. Follow up with the Mentor Teacher may also be done via Zoom, email, Desire 2 Learn (D2L) or telephone.
- ❖ Review lesson plans prior to a scheduled on-site observation to determine any concerns related to the lesson.
- ❖ Communicate with the Mentor 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 Mentor Teacher, discussing the Teacher Candidate's performance and areas of strengths/needed growth to be addressed.
- ❖ Assist the Teacher Candidate in achieving required competencies as listed on the CPAST, STPP and through other observation tools.

University Supervision Mileage

The Supervisor will complete on-site visits during each placement. A minimum of three (3) observations 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 field placement/Teacher Candidate, the Supervisor must receive email approval from the OFS Director before an additional on-site visit can be made by the Supervisor. Email and/or telephone communication with the OFS Director is necessary in order to determine the need for extra visits by the Supervisor. **The OFS Director 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 OFS Director 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 Amy Beckwith at abeckwith@clarion.edu. This will be attached to the request copy.

Travel Approval Request must be completed as soon as possible and submitted to the Education Department Office. 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 Expense Vouchers are to be completed **by the end of each month** and submitted to the Education Department Office. 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.

A travel calendar **MUST** be submitted with the Travel Expense Voucher in order to process payments through Accounts Payable. The travel calendar should include:

- Location of travel (include the school name)
- Mileage to location

Mileage submission for reimbursement should be calculated for the shortage distance, NOT the shortest travel time.

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. A University Supervisor Travel Log is available on the OFS website at *Teacher Candidate Field Experience* in the *Forms/Information* section.

If there are concerns regarding Teacher Candidate performance and related visitations, please discuss it with the Director of Field Services. 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 OFS Director.
- Scheduling a meeting with the Teacher Candidate, University Supervisor, and the OFS Director on campus.
- Scheduling a meeting with the Teacher Candidate, Mentor Teacher, University Supervisor, and the OFS Director 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 Dean of the College of Education, Health and Human Services and the OFS Director.

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.

Supervisor Check List for Requirements

The University Supervisor will complete ALL teacher candidate evaluations through Chalk and Wire. A signed copy of the Grade/Attendance Form and the last page of PDE 430 must be emailed to ofs@clarion.edu at the end of each placement. Evaluations and paperwork are listed below:

- Candidate Preservice Assessment for Student Teachers (CPAST) Form (3 for each Teacher Candidate placement)
- Student Teacher Performance Profile (STPP) with narrative or attached letter of recommendation
- Disposition Form
- PDE 430 and 430A Supplement
- Attendance and Grade Recommendation

*Please follow the electronic submission format found in APPENDIX G.

Reporting Obligations of Faculty Under Title IX of the Education Amendments Of 1972

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply

with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors policy.**

Supervisors Role in Addressing Incidents of Sexual Harassment

What is CUP Policy on Sexual Harassment?

Just as any professional is not to engage in behaviors that are considered improper, a student teacher has the right to expect to be free from anyone sexually harassing them.

It is the policy of Clarion University of Pennsylvania that any harassment of students based on sex is unacceptable and will not be tolerated. Clarion University is committed to insuring that the learning environment for its students on campus and in the field is consistent with the high principles and goals of any academic community.

What is Sexual Harassment?

Unwelcome sexual advances, requests for sexual favors, or conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of academic success or employment.
2. Such conduct is sufficiently pervasive or severe to interfering with an individual's work or academic performance or it creates an intimidating, hostile, or offensive environment.

What Are Some Examples of Sexual Harassment?

1. Conduct of a sexual nature that is sufficiently severe or pervasive to have the effect of harassing or stigmatizing others on the basis of their sex, sexual orientation or gender identity.
2. The use of sexually explicit pictures, objects, or materials that have no legitimate instructional purposes.
3. Unwelcomed use of social media, letters, e-mail or phone calls of a sexual nature.
4. Sexual graffiti or visuals.
5. Unwelcomed touching, pinching, or patting.
6. Repeatedly being asking for a date after disinterest has been expressed.
7. Pressure for sexual favors.

What should Supervisors of the Teacher Candidate do when receiving a report of possible sexual harassment?

If By A Student – This should initially be addressed as a discipline issue unless the conduct reported is so egregious as to warrant more intense action.

1. Clarify the nature of the incident, the Teacher Candidate's response and make notes.
2. Follow-up with the Mentor Teacher.
3. Inform Director of Field Services.
4. Monitor situation via frequent contacts.

***If there are any continuing incidents inform the Director of Field Services promptly!**

If By An Adult

1. Clarify the nature of the incident, the Teacher Candidate's response and make notes.
2. Report immediately to the Director of Field Services
3. Report to the Office of Social Equity

❖ If at any time there is concern about the safety or well-being of the Teacher Candidate inform the Mentor Teacher that the Teacher Candidate is leaving or will not report to the placement and immediately inform the Director of Field Services and Office of Social Equity.

MENTOR TEACHER INFORMATION

ROLE AND RESPONSIBILITIES OF THE MENTOR TEACHER

The most influential component in the final preparation of a teacher education candidate is the Mentor Teacher. The Mentor Teacher, by virtue of the position, helps to determine who will enter the profession of teaching and the quality of future teachers.

Relationship with Clarion University

Mentor Teachers enter into a partnership with Clarion University teacher educators in preparing future teachers. Mentor Teachers provide valuable feedback to the Teacher Candidate and to the Clarion University faculty regarding the teacher education program. Clarion University provides support to the Mentor Teachers through frequent communication with the assigned Clarion University Supervisor as well as through professional development opportunities at the Clarion University related to their supervisory roles.

Criteria to be a Mentor Teacher

1. Bachelor's degree (A Master's degree is preferred)
2. Valid teaching certification in the appropriate level and subject area. (This may be Instructional I or Instructional II).
3. Three years of successful teaching experience in an approved school entity.
4. At least 1 year of certificated teaching experience in the placement school as a full-time employee.
5. Evidence of teaching effectiveness through district evaluation procedures.
6. Evidence of professional growth through additional graduate and/or in-service education.
7. Approval by Director of Field Services with input from Clarion University Supervisors.
8. Evidence of leadership qualities, professionalism, and effective communication skills.
9. Completion of the Clarion University Teacher Training Module.

In addition, (1) a Mentor Teacher must be recommended/approved by the administrator of their school or agency, and (2) they must indicate a commitment, personal desire and willingness to facilitate the growth of Teacher Candidates from student to professional.

Relationship with the Teacher Candidate

The following suggestions are offered to guide Mentor Teachers in working with Teacher Candidates.

- Organize materials that will familiarize the Teacher Candidate with the school, agency, and community.

- Organize materials that will encourage the Teacher Candidate to quickly become familiar with the pupils and classroom; for example, seating charts, time schedule, inventory of instructional materials, and classroom rules.
- Organize materials that will acquaint the Teacher Candidate with the curriculum needs of learners.
 - Arrange a work space with supplies for the Teacher Candidate.
 - Recommend alternate classrooms to be observed by the Teacher Candidate during their placement.
- Encourage the Teacher Candidate to accompany and observe the same learners in other instructional settings i.e., music, art, physical education, and the library media center.
- Introduce the Teacher Candidate to the faculty, administration, and staff, and provide a tour of the school facility.
- Provide the Teacher Candidate with opportunities to observe and participate in activities each day.
- At the onset of the placement, talk with the Teacher Candidate to set expectations and goals for the field experience.
- The Clarion University requires a unit plan or in its place a sequence of topically related lesson plans and suggests Mentor Teachers offer/assign possible topics and a time line for completion.
- Maintain a record of the Teacher Candidate's attendance and return to the Office of Field Services at the end of the placement.
- Set aside a time each day to communicate with and advise the Teacher Candidate.

Assigning Teaching Responsibilities

Mentor Teachers will:

- Assign the Teacher Candidate additional responsibilities each week, such as a new content area or course. This may vary according to the readiness level of the Teacher Candidate as perceived by the Mentor Teacher.
- Encourage the Teacher Candidate to collaborate with other Mentor Teachers and other Teacher Candidates in the building.
- Assign the Teacher Candidate full-time responsibility for at least one week during the first half experience and two weeks during the second half experience, depending upon individual performance and district policy. Be readily available to provide feedback to the Teacher Candidate during this time.

Assigning Other Professional Responsibilities

Mentor Teachers will:

- Require the Teacher Candidate with notice to attend co-curricular events, faculty meetings, parent-teacher conferences, parent-teacher organization meetings, and professional workshops as is appropriate.
- Require the Teacher Candidate to follow the reporting and dismissal times of the faculty.
- Require the Teacher Candidate to be prompt with assignments and responsibilities.

- Advise the Teacher Candidate regarding communication protocol with parents, such as telephone calls, progress reports, grade reports, and parent-teacher conferences and use of social media.
- Offer the opportunity for Teacher Candidates to accompany their Mentor Teacher on fieldtrips and other off campus educational activities.
- Review written communications with parents and others before they are sent.

Relationship with Clarion University Supervisors

Mentor Teachers will:

- Share performance assessments, goals for improvement, and Teacher Candidate progress with Clarion University Supervisors during frequent communications via email, telephone, and in person when possible.
- Contact Clarion University Supervisors with any concerns regarding a Teacher Candidate's performance.

Observing and Evaluating Teacher Candidates Performance

Mentor Teachers will:

- Observe the Teacher Candidate in a variety of instructional situations and offer critiques.
- Review Teacher Candidate's lesson plans and provide feedback. ***Teacher Candidates are to turn plans into the Mentor Teacher a minimum of 3 days in advance of teaching a lesson for review and feedback.**
- Provide immediate and continuous informal feedback, particularly at the beginning of the student teaching experience. Informal assessment may include verbal comments, notations on lesson plans, and non-verbal communication.
- Identify strengths and the areas for improvement. Develop goals to address these areas collaboratively with the Teacher Candidate.
- Provide a formal assessment of teaching at least once each week using the clinical process:
 - Hold a pre-observation conference with the Teacher Candidate to determine the lesson objectives, procedures, and any concerns related to the lesson, pupils, and educational environment.
 - Beginning by week three, observe at least one lesson each week using the STPP form or similar format. At the end of week 4 complete a midterm STPP form and email a copy to the Clarion University Supervisor. Also, conference with the Teacher Candidate using the midterm STPP to address behaviors the Mentor Teacher perceives as areas of concern.

Final Evaluation of Teacher Candidate

- The Mentor Teacher will monitor, evaluate, and review the Teacher Candidate's activities throughout the placement. It is suggested that the following activities be completed to support the final evaluation at the end of the placement period:
- Meet daily with the Teacher Candidate to discuss professional elements:
 - Teacher Candidate/pupil interactions

- Teacher Candidate/other teachers/principal/staff interactions
- Lesson plans
- Classroom/lesson activities
- Professional or unprofessional attitudes/behaviors
- Use the CPAST evaluation and the Student Teaching Performance Profile (STPP) Rubric as guides for all evaluations. These documents can be found in the Appendices.
- During the final week of the placement, the Mentor Teacher completes the final STPP with an accompanying narrative (or letter of recommendation) and confers with the Teacher Candidate. The form is signed by both the Mentor Teacher and the Teacher Candidate.
- Mentor Teacher must submit a final STPP form and the Attendance form to the OFS. This can be done in the following ways:
 - Send all evaluations electronically to the University Supervisor, via email, and to the ofs@clarion.edu. Please include the Student's name in the Subject: of the email.

Additional Information

- **Because teacher candidates are not yet certified teachers...they should not be left to teach or supervise the classroom alone. The cooperating teacher should remain in the classroom with their teacher candidates during instructional time.**
- Communicate frequently with the Clarion University Supervisor assigned to the Teacher Candidate. Use email whenever possible for this communication because this provides a dated and content specific record of communication that may be useful in future communications.
- Please disregard any CDs/flash drives/previous hard copies of the Mentor Teacher Manual that you may have from previous years.
- Frequently refer to the Office of Field Services web section for Mentor Teachers. This will contain the most recently updated information.
- If you have any concerns regarding the Clarion University Supervisor, please contact the Director of Field Services immediately by phone at 814-393-2144.
- Basic scheduling/payment questions can be answered by the OFS at 814-393-2144.

TEACHER CANDIDATE INFORMATION

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/agencies/programs exert sincere efforts to provide opportunities to gain practical experience under the guidance of a master teacher. As the principle 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 Mentor Teacher has total responsibility for the instructional program and for procedures followed in the classroom. The Teacher Candidate is expected to demonstrate courteous behavior that conforms 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 Mentor 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 Mentor 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, Mentor 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 Mentor 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 Mentor 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 Mentor 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 students' names, establish rapport, learn about students strengths/interests/learning styles; 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

****The University Supervisor will share expectations based on the PDE 430 during the Teacher Candidate Orientation meeting.**

TEACHER CANDIDATE POLICIES

In addition to the policies outlined below, Teacher Candidates must carefully review the Office of Field Services web page where the *Teacher Candidate Manual* can be found.

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 Mentor Teacher and the University Supervisor. Absences due to illness or personal emergencies require timely notification of BOTH the Mentor Teacher and the University Supervisor. Other absences must be approved by the Director of Field Services along with the Mentor 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 must be made up at the end of the semester. Attendance records are maintained by the Mentor 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 placement. 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 Mentor 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 student 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, Mentor Teachers, and School Administrators before recording, photographing, videotaping, or collecting student products that may be used to identify the students outside the classroom. Posting to personal webpages or social media is strictly prohibited without explicit permission from involved stakeholders.

CORPORAL PUNISHMENT: Teacher Candidates are **NEVER** to administer or serve as a witness if corporal punishment is administered by school personnel. If this occurs, it should be reported to the Director of Field Services immediately.

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 and coursework may not be taken unless approved by the Director of Education's Office (201 Stevens). No consideration will be given to outside employment in relation to attendance, preparation, and evaluation of teaching performance.

INSERVICE DAYS and EXTRA-CURRICULAR ACTIVITIES: Teacher Candidates must accompany their Mentor Teachers to in-service seminars, faculty staff meetings, school and

agency functions, including any extra-curricular activities suggested by the Mentor Teacher and the University Supervisor. Teacher Candidates may be excused from meetings by the Mentor Teacher **IF** it is determined that topics are sensitive and inappropriate for their discussion or involve confidentiality concerns.

SERVING AS SUBSTITUTE TEACHERS: The Clarion University School of Education does not endorse Teacher Candidates to serve as substitute teachers because they do not hold a valid Pennsylvania certificate, nor are they employees of a district or agency.

School districts and students may apply for emergency certification as outlined in the Pennsylvania Department of Education policies set forth in Act 86 of 2016 (Prospective Teacher Substitutes). The Clarion University School of Education does not permit teacher candidates to serve as substitute teachers while the university term is in session. Students are permitted to substitute between terms or after student teaching is completed only once they have received the appropriate emergency certification credential(s).

TRANSPORTATION OF STUDENTS: Teacher Candidates are **NEVER** to transport students.

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 Mentor 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.

DEFINITION OF TERMS

Administrator - superintendent, principal, and/or director of a school district

Center Sheet - the placement sheet given to each Teacher Candidate that includes district contact information, all students assigned to the district, and all Mentor Teacher placement information for each Teacher Candidate in the district.

Mentor Teacher/Cooperating Professional - a teacher or another professional who agrees to accept a student teacher

Evaluation Forms - These forms include the major-specific Student Teaching Performance Profile (STPP) and the CPAST Evaluation instrument. To view the appropriate form for your major...go to the Office of Field Services website and select *Mentor Teacher Resources*.

District - a field placement setting for pre-Teacher Candidates and/or Teacher Candidates in Pennsylvania

Field Placement/Assignment - a field site placement assigned to a student by the Office of Field Services

Field Experience - the entire range of clinical, school or agency settings including early field experience stages and student teaching.

Field Site - the agency or school district where a student is placed

Teacher Candidate - a student enrolled in:
ECH 424/425: Early Childhood Pre-Service Teaching
EDML 424/425: Middle Level Pre-Service Teaching
ED 421: Modern Languages Pre-Service Teaching
ED 424/425: Secondary Pre-Service Teaching
SPED 450: Special Education Pre-Service Teaching

Termination - dismissal from a field assignment with no reassignment

Withdrawal - removal from a current field assignment followed by a reassignment

APPENDICES

Appendix A

Description of Grades

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 Mentor 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 Director of Field Services.

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 Director of Field Services.

A letter grade of **“F”** 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 Director of Field Services.

Appendix B

Report of Incident/Accident Form

**CLARION UNIVERSITY OF PENNSYLVANIA
REPORT OF INCIDENT/ACCIDENT**

Date of Incident/Accident: _____ Time of Incident/Accident: _____

Location of Incident/Accident (Please be specific): _____

Persons Involved in Incident

Name	Address	Phone #	Age	Extent of Injury

(If applicable) Property Damage: Estimated Amount of Damage _____

Owner	Address	Property Description	Damage description

Description of Incident/Accident

(If Available) Witnesses:

Name	Address	Phone Number

Report Submitted by:

Name Printed	Signature	Date

Appendix C

In-Service/Field Experiences

In-Service/Field Experiences

The following information identifies Teacher Candidate placement options and potential in-service experiences.

In-service Experiences: In-service experiences may be provided by the University Supervisor throughout the semester for Teacher Candidate professional development. These are developed by University Supervisors. Attendance is a requirement of the course.

Field Experience Placements: Students will enroll in two student teaching courses for full-day experiences during the professional semester. Students are assigned to the cooperating schools by the Office of Field Services.

Single major Teacher Candidates may be placed in one of three placements options.

Placement Option I: Full semester placement with one Mentor Teacher.

Placement Option II: Half semester placement with one Mentor Teacher/two placements per semester.

Placement Option III: Full Block placement followed by full student teaching semester placement with one Mentor Teacher.

Dual major Teacher Candidates must complete two placements during the semester, one for each major. These students may be placed in the following placement option:

Half semester placement with one Mentor Teacher/two placements per semester.

Appendix D

Student Teacher Evaluation Instruments

CPAST – This document is available via Chalk and Wire. Mentor Teachers will receive access at the beginning of the Teacher Candidate placement.

STPP - These evaluation forms, one for each major, are used to define the Teacher Candidate’s progress throughout the placement. It is often helpful to print one and use it periodically to show the Teacher Candidate’s strengths and weaknesses and to document progress or the lack of progress if necessary. STPPs are completed via Chalk and Wire.

*Fillable STPPs can be found on the Office of Field Services website on the *Teacher Candidate Field Experience* page.

Student Teacher Performance Profile (STPP)

- PreK – 4 (Early Childhood)
- Middle Level Education
- Secondary Mathematics
- Secondary Science
- Secondary English
- Social Studies Education
- Special Education
- STPP Indicators Rubric

PDE 430 Evaluation Form

PDE 430A Evaluation Form

PDE 430A Supplement Worksheet

Unit Plan Rubric

ECH Teacher Work Sample and Rubric

Middle Level and Secondary Teacher Work Sample

Middle Level and Secondary Teacher Work Sample Rubric



***UNIVERSITY SUPERVISORS ONLY**

- These forms are required to be completed twice during the student teaching semester, once for each placement.
- All evaluations are completed and submitted via Chalk and Wire.
- The signed, last page of the PDE430 must be submitted to ofs@clarion.edu at the end of each placement.

Appendix E

ALL TEACHER CANDIDATES MUST FOLLOW THE PDE CODE OF PROFESSIONAL PRACTICE AND CONDUCT BELOW!!!

Pennsylvania Department of Education
 Title 22: Education
 Chapter 235: Code of Professional Practice and Conduct for Educators

Authority

The provisions of this Chapter 235 issued under section (5) (a) (10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a) (10)), unless otherwise noted.

Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

§ 235.1. 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.

§ 235.2. 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) (24 P. 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.

§ 235.3. 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.

§ 235.4. 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 teaching experience they are not certified to fulfill. Educators may be assigned to or accept teaching experience 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 in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) 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.

§ 235.5. Conduct

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

§ 235.6. 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.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. 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.

§ 235.8. 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.

§ 235.9. Improper personal or financial gain

The professional educator may not:

- (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.

§ 235.10. 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.

§ 235.11. 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) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (4) 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 standard.
- (5) Sexually harass a fellow employee.

Appendix F

Helpful Tips

Review the Mentor 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 and unit plans.
- Discuss the rules and responsibilities of the Teacher Candidate, Mentor 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 Mentor 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 Mentor 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 that 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 Mentor 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 Mentor Teacher **AT LEAST THREE DAYS IN ADVANCE** of the lesson presentations.
- Discuss and revise lesson plans with the Mentor 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 Mentor 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 with the approval of the Mentor Teacher.
- 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.
- Teach with the Mentor 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 Mentor Teacher.
- Exercise confidentiality when sharing information about situations, events, and persons of the school and/or agency.
- 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 Mentor Teacher for approval.
- Seek the advice of school and/or agency specialists in providing for individual needs.
- Accept and implement advice and constructive feedback from the Mentor 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 Mentor Teacher.
- Maintain accurate, thorough, and confidential student records.
- Author a daily reflective journal.

Appendix G

Supervisor Checklist for End of Placement Requirements

***All documents completed via Chalk and Wire. The Grade/Attendance Form and last page of the PDE430 must be signed and uploaded to the appropriate assessment instrument in Chalk and Wire.**

***All documents must be in PDF format.**

Fall Semester Spring Semester 1st Half 2nd Half

STUDENT

_____ CPAST Evaluation Form

- Completed 3 times per placement (once per observation)
- Conduct 3-way conference and discuss ratings at final observation
- Completed in Chalk and Wire

_____ Final STPP

- Completed once at the end of each placement
- Use the check sheet specific to the program of the student you are supervising
- Completed in Chalk and Wire

_____ ST Disposition Form

- Completed in Chalk and Wire

_____ PDE 430

- Completed in Chalk and Wire
- Last page must be signed by Teacher Candidate and University Supervisor and uploaded to Chalk and Wire by the University Supervisor

_____ Professional Competencies (Worksheet PDE 430A Supplement)

- Completed in Chalk and Wire in Table of Contents
 - Listed under 424 (placement 1) or 425 (placement 2)

_____ Teacher Work Sample (TWS)

- Completed in Chalk and Wire
 - Student uploads TWS in Table of Contents (course #424)
 - TWS assessed by University Supervisor in Chalk and Wire

_____ Unit Plan

- Completed in Chalk and Wire
 - Student uploads TWS in Table of Contents (course #425)
 - TWS assessed by University Supervisor in Chalk and Wire

_____ Attendance and Grade Recommendation

- Form received from OFS
- Form must be signed by Teacher Candidate and University Supervisor and uploaded to Chalk and Wire by the University Supervisor

Completed By: _____

University Supervisor

Date: _____