PennWest
UNIVERSITY

College of Education, Arts and Humanities

Clinical Experience Manual

Student Teaching

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TEACHER CANDIDATE EXPECTATIONS

ROLE AND RESPONSIBILITIES OF THE TEACHER CANDIDATE

Student teaching is the capstone experience for those seeking initial teaching certification in the Commonwealth of Pennsylvania. It is a time for a Teacher Candidate to practice and refine the art of teaching and assume the role of a professional under the mentorship and guidance of the Mentor Teacher and the University Supervisor.

As the principal beneficiary of the efforts of all persons involved in the student teaching program, the Teacher Candidate is expected to maintain an open and flexible attitude to promote a positive learning experience, assume professional responsibility for conduct while working in a cooperating school, and be prepared to identify and learn from problems and successes.

It is imperative to establish a positive, professional relationship with the Mentor Teacher and other faculty members, as well as the entire school staff, to complete a successful and productive student teaching experience.

Welcomed Guest

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.

Always remember that the Teacher Candidate is a guest at the assigned school and as such receives no special privileges. Be sure to clear the use of all equipment through proper channels, beginning with the Mentor Teacher. Additionally, Teacher Candidates must consult with the Mentor Teacher before entering the faculty room to ensure that he/she is welcomed by all.

Requirements for Student Teaching

The preparation of a Teacher Candidate has many components affecting both the individual and the public schools. While the direct responsibility of the University is to prepare its students for successful careers in education, the primary responsibility of all personnel in education is the welfare of the learners. Therefore, certain requirements must be complete before a student can begin his or her student teaching assignment.

These prerequisites include:

1. Formal acceptance into the Teacher Education Program through Teacher Candidacy with a minimum of 2.8 quality point average.
2. Registration into the Anthology computer program used by the Education Department
3. Initial attempt/proof of registration for all Praxis 2 and PECT Examinations.

4. Sufficient course work will make graduation possible in the year the student teaching assignment is completed. This typically consists of 96 semester hours of credited work toward the Baccalaureate Degree.
5. Successful completion of the prescribed course(s) in methods of teaching for the field(s) in which the student teaching will be done including the Level 3 field experience course with a grade of C or better.
6. All clearances must be updated and valid (within one year of completion of student teaching) for the entire student teaching experience. See the Education Department webpages for up-to-date information on which clearances are required. (Tuberculosis testing with negative results, Act 34, Act 151, Act 114, Act 126, Act 24, and professional liability insurance clearances).

Refer to the Education Department Clearances link for forms and directions.
Refer to the Candidacy link for prerequisite information.

Orientation for the Student Teaching Experience

Introduction to Mentor Teacher and Assigned School

Prior to the initial visit to their assigned school, Teacher Candidates should create and send a letter of introduction to the Mentor Teacher. The letter should contain information about educational philosophy, college highlights, community service, hobbies/interest, personal family information, and any other information the Teacher Candidates may feel is relative to the upcoming experience.

Initial Visit to Assigned School

Teacher Candidates will contact the Mentor Teacher prior to school starting. During the initial visit, the 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, parking, building entry procedures, safety procedures and any other pertinent information. This information should be kept with the Teacher Candidate's materials.
- Discuss potential unit topics and identify concepts and essential skills to be included.

Student Teaching Orientation

The student teaching experience begins with an orientation session organized by the Office of Clinical Experiences staff in collaboration with the University Supervisors. During these sessions, the Teacher Candidate receives a complete orientation to the student teaching experience.

ALL Teacher Candidates are required to attend the orientation sessions before reporting to their student teaching assignment.

During the orientation, information such as schedules, assessments, expectations and responsibilities, and other requirements are explained. Professional attire is expected. This mandatory orientation is the first day of the Teacher Candidate professional experience.

On-going Student Teaching Seminar Sessions
Beginning with the Fall 2024 semester, two additional Student Teaching Seminar sessions will be held at the mid-point of the semester and near the end of the semester. These are important professional learning experiences organized by the Office of Clinical Experiences staff in collaboration with the University Supervisors. All Teacher Candidates are expected to attend each seminar to benefit from the interactive and informative nature of the sessions.

Note: The Clinical Experience Committee is currently planning the fundamentals regarding the structure and content of the Student Teaching Seminars. Updates will be provided as soon as decisions are made.

Policies, Procedures, and Information

Calendar
While the University calendar determines the beginning and ending dates of the student teaching placement, Teacher Candidates will observe the calendar of the school district to which he/she is assigned. This includes in-service days, vacation breaks, and holidays.

Additionally, the University Supervisor develops a schedule for observations, student teaching seminar sessions, and other professional activities. Assignments begin on the first day of classes at the University and continue until the middle of the University's Final Exam Week.

Absences
Teacher Candidates are expected to be present and fully prepared to teach every day of the student teaching semester. Being unprepared to teach on an assigned day is counted as a day of absence from teaching and must be made up during the last week of the semester.

Absences due to illness or personal emergencies require timely notification of **BOTH** the Mentor Teacher and the University Supervisor using the procedures set forth by the district, the University Supervisor, and the Mentor Teacher. Tardiness is unacceptable.

Absences due to job-related endeavors such as job interviews or career fairs must be scheduled and submitted to the Mentor Teacher and University Supervisor in advance. If possible, job interviews should be scheduled after school hours.

Absences may result in an extension of the student teaching experience or the removal of the Teacher Candidate from the placement. Attendance must be documented in Anthology. It must be always current and available for review by the University Supervisor upon request. The supervisor will upload a "FINAL" Grade/Attendance sheet (signed by the Teacher Candidate and Supervisor) to Anthology at the end of the placement.

Advanced Planning and Preparation

The Teacher Candidate will plan and prepare for each lesson in advance, following the curriculum of the school district and the university. University Supervisors provide appropriate lesson plan examples and templates. The Teacher Candidate must present lesson plans before teaching following the timeline set by the Mentor Teacher and the University Supervisor. Teacher Candidates can only teach lessons that have been approved by the Mentor Teacher and have been presented following the set timeline.

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. This includes, but is not limited to, grades, health issues, IEP (Individualized Education Plans), behavior issues, etc. Discussion regarding any aspect of the student teaching placement should be limited to the Mentor Teacher and/or the University Supervisor.

Sharing information about students outside the student teaching placement classroom is not only unprofessional and unethical but could also be a violation of federal law. The Family Educational Rights and Privacy Act (FERPA) requires public school districts to develop policies permitting parents access to their child’s official school records (to age 18). The act prohibits disclosure of these records to third parties without the consent of the parent or student (beyond age 18).

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 prohibited without explicit permission from involved stakeholders. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of the University Supervisor.

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 Field Services Coordinator 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. It is expected that Teacher Candidates put forth elevated levels of dedication to the experience throughout the entire semester. While it is understood that activities such as coaching, working, and tutoring have value, student teaching must remain a priority.

Coursework other than required professional seminars and coursework may not be taken unless approved before the semester begins by the Field Services Coordinator. No consideration will be given to outside employment in relation to attendance, preparation, and evaluation of student teaching performance.

Dress
The Teacher Candidate is a representative of the University and must always dress in a professional manner. Teacher Candidates should be well groomed, have proper hygiene, and clothing must be neat and clean. Additionally, all dress should be conservative in nature.

Although the Candidate will want to observe the mode of dress of the professionals with whom he or she works, he or she will not necessarily want to adopt a similar style of dress during the student teaching experience. The candidate should remember that he or she is attempting to build an image. That "image" can often make a significant difference in the Candidate's success in managing his/her classroom. Review the school district dress code policy with the assigned Mentor Teacher and follow protocol.

Recommended Attire:
- **Appropriate for Men:** Dress Shirt with slacks, tie, sweater with pants, dress shoes; well groomed.
- **Appropriate for Women:** Dress; suit; pants suit; blouse or sweater with skirt or pants, dress shoes; well groomed.
- **Inappropriate:** Facial and tongue piercings; jeans; low riding/hip hugging pants; baggy clothing; tank tops; spaghetti strap/halter tops; see through clothing; shorts; short skirts flip flops.

Inservice Days and Extra-Curricular Activities
Teacher Candidates are expected 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. This includes, but is not limited to, in-service seminars, faculty meetings, parent-teacher organization meetings, parent-teacher conferences, and professional meetings. This may also include 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. University Supervisor should be notified if this occurs.

Hierarchy of Problem Solving
When a Teacher Candidate has a question or an uncertainty, the following individuals are consulted in the following order: the Mentor Teacher, the University Supervisor, the Field Services Coordinator, the Department Chairperson, and the Associate Dean.

Pennsylvania Code of Professional Practice and Conduct for Educators
The Teacher Candidate's conduct must always be professional and in alignment with the highest standards of the teaching profession as set forth in the Pennsylvania Code of Professional Practice and Conduct for Educators. The Code can be located at Pennsylvania Code of Professional Practice and Conduct for Educators

Proper professional behavior must be maintained by the Teacher Candidate including appropriate behavior, observance of confidentiality, and professional attire and grooming. The Teacher Candidate should be mindful of suggestions given by the Mentor Teacher and the University Supervisor regarding professional expectations and performance. Unprofessional behavior is considered sufficient cause for removal from student teaching and shall be addressed by the University Supervisor and the Office of Clinical Experiences.

Personal Liability Insurance
All teacher candidates must show evidence of Personal Liability Insurance at a minimum of $1,000,000. Students may obtain this insurance through membership in the student PSEA. Proof is submitted with clearances to the Field Services Coordinator.

Receiving Compensation and Substitute Teaching
Teacher Candidates are permitted to serve as substitute teachers in a *limited* and *intentional* role during the student teaching semester following the guidelines and procedures set forth in the **Teacher candidate as Substitute Teacher Policy** found in the appendix.

Reporting Child Abuse
If a child discloses an incident of abuse to the Teacher Candidate, he/she must tell the Mentor Teacher immediately. Additionally, the Teacher Candidate must notify the University Supervisor of the general situation once reported.

School Board Policy
Most school boards issue policy statements regarding a variety of issues and legal matters. It is the responsibility of the Teacher Candidate to follow all district policy and procedures. Consult with the Mentor Teacher for further discussion.

Selection and Placement of Teacher candidates
Establishment of student teaching sites will be determined by a cooperative process involving the university and school district personnel. After a Teacher Candidate has been approved for student teaching, his/her assignment to a student teaching location will be determined.

When a University Supervisor deems it beneficial to the Teacher Candidate or to the student teaching program to change the assignment(s) during the semester to other location(s) and/or Mentor Teacher(s), he/she shall be authorized to do so only after consulting with Office of Clinical Experiences/Review Committee who makes the final decision in all situations.

Whenever feasible, an attempt will be made to assign the Teacher Candidate within reasonable travel distance from their residence while student teaching.

All undergraduate Teacher Candidates will be placed within the service area (within 50 miles or not greater than 1 hour) of one of the three PennWest campuses. Undergraduate Teacher Candidates who wish to reside outside of the PennWest campus service areas may consider completing student teaching as a visiting student with another PASSHE university.

Whenever possible, graduate level Teacher Candidates will be placed within the service area (within 50 miles or not greater than 1 hour) of one of the three PennWest campuses. Graduate level Teacher Candidates who will be working as the teacher of record in their own classroom in their content area for the entire student teaching semester may be eligible to have the supervised student teaching experience incorporated into their current teaching position.

To avoid conflicts of interest, a Teacher Candidate will not be assigned to a school from which he/she attended within the last 8 years or to districts in which a family member is employed or attends.

Strike Policy
Should a work stoppage occur at a school or agency; Teacher Candidates are **NOT** to report to their assignments nor enter school sites where a work stoppage has been declared. The Teacher Candidate will be withdrawn from the site for a period not to exceed five working days. If a work stoppage continues beyond the five-day period, a reassignment will result.

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 Clinical Experiences for directions. Teacher Candidates are to remain neutral.

Transportation of Students
Teacher Candidates are **NEVER** to transport students.

Weather Emergency
Teacher Candidates must follow the established policies and procedures of the district regarding the closing or delayed opening of school during weather emergencies. Teacher Candidates are encouraged to contact the Mentor Teacher with any questions and inform the University Supervisor of any changes to the established schedule.

Feedback and Evaluation

Feedback to Teacher Candidates

The purpose of feedback is constructive and designed to give the Teacher Candidate information to fine tune his or her practice. Feedback is frequent in nature, grounded in facts, and varying in format. Teacher Candidates receive feedback from both the University Supervisor and the Mentor Teacher in a variety of ways including both written comments and reflective discussions.

The University Supervisor gives feedback to the Teacher Candidate using the Candidate Preservice Assessment of Student Teaching (CPAST) during each observation. The CPAST is a valid and reliable formative and summative assessment used during student teaching. The assessment has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). And each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decisions. This feedback is used to inform the formal final evaluation by the University Supervisor.

The Mentor Teacher gives informal, written feedback. This feedback is used to inform the formal final evaluation by the Mentor Teacher.

If a Teacher Candidate is not demonstrating adequate progress, a Success Plan is implemented based on the needed area(s) of correction and improvement. Teacher Candidates shall note that failure to meet the parameters of any implemented Success Plan could result in failure of the student teaching experience.

Evaluation of Student Teaching

Evaluation is formal in nature and gives the Teacher Candidate information on the degree to which the knowledge, skills, and disposition expectations have been met. Evaluations from both the Mentor Teacher and the University Supervisor are based on all the feedback given to the Teacher Candidate from sources such as the CPAST, PennWest Educator Dispositions Rubric, Content Specific Assessment and accompanying reports, measures of professional disposition, and any other assignments.

The final grade for student teaching is the responsibility of the University Supervisor who considers all factors described above as well as feedback from the Mentor Teacher. Student teaching is assigned a letter grade and documentation is recorded in the final evaluation narrative completed by the University Supervisor.

Additionally, Teacher Candidates must receive a satisfactory rating on two *Pennsylvania Statewide Evaluation Forms for Student Professional Knowledge and Practice* (PDE 430) completed at the mid-point and end of the semester.

Summary of Feedback and Evaluation Tools

Feedback may be given to the Teacher Candidate in the following ways:

- Written notes

- Comments on lesson plans
- Informal conferences
- Reflective discussions
- PennWest Educator Dispositions Rubric
- Notes and rubrics used for assignments

Evaluation is given to the Teacher Candidate in the following ways. Note that all forms of feedback and evaluation inform the final grade for student teaching:

- Mentor Teacher CPAST and informal feedback
- University Supervisor Final Evaluation
- PDE 430 Mid-Point after the first eight weeks
- PDE 430 Final

To that end, the Teacher Candidate can enhance the professional relationship with the University Supervisor and the Mentor Teacher in the following ways:

- Receive constructive feedback in a positive way. Use all the ideas and information shared to improve and grow. Refrain from making excuses.
- Suggest areas for self-improvement.
- Demonstrate initiative and dedication. Be an active participant in both the classroom and in student teaching seminar sessions.
- Seek out and ask for ways to become directly involved in the classroom activities and tasks.
- Get to know other staff and faculty in the school building.
- Ensure that all plans are submitted in advance to the Mentor Teacher following the timeline.

ATTENDANCE FORM

University Student:_____

Return this form with the final Performance evaluation at the end of each half-semester experience.

ATTENDANCE RECORD

Directions: Following an absence, the teacher candidate is required to meet with the mentor teacher to record the date and reason for the absence and the status of approval. Prior to being absent, the student teaching should communicate with both the University Supervisor and the Mentor Teacher. An "excused" absence will be for illness, death in the family, attendance at University-approved job fairs, and/or University-approved job interviews; "unexcused" is for most other absences. Teacher candidates must request approval from their University Supervisor and/or their campus Field Services Coordinator.

Teacher Candidates are responsible for keeping University Supervisors and Mentor Teachers apprised of their absences. A field assignment may be extended due to absences at the discretion of each Field Services Coordinator, with input of the University Supervisor and Mentor Teacher.

***Teacher Candidates will upload completed and signed Attendance Record at the end of each 8-week placement to Anthology.**

Date	Reason	Approval (Initial) Excused	Unexcused

Mentor Teacher Signature:_____ Date:_____

Additional Comments:

MENTOR TEACHER EXPECTATIONS

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. Professionals who accept this responsibility are active participants in the development of new members of the teaching profession and contribute to the excellence of the quality of education we deliver to society's youth. It is imperative that the Mentor Teacher remains actively engaged throughout all aspects of student teaching.

Relationship with PennWest at California, Clarion, and Edinboro Campuses

Mentor Teachers enter a partnership with PennWest teacher candidates in preparing future teachers. Mentor Teachers provide valuable feedback to the Teacher Candidate and to the PennWest faculty regarding the teacher education program. PennWest provides support to the Mentor Teacher through frequent communication with the PennWest University Supervisor. Professional development opportunities related to the supervisor role, current trends in education, research and best practices will be available at all three campuses and often, virtually.

Mentor Teacher Criteria

1. Bachelor's degree (Master's degree preferred)
2. Valid content-specific teaching certification
3. Full-time employee
4. Three years satisfactory certified teaching experience on the appropriate certificate and one-year certified experience in the specific placement
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 the Field Services Coordinator with input from PennWest Supervisors preferred
8. Evidence of leadership qualities, professionalism, and effective communication skills determined by the school administration and Field Services Coordinator.
9. Completion of the PennWest Mentor Teacher Training Module
10. The Mentor Teacher must be recommended/approved by the school administrator
11. The Mentor Teacher must indicate a personal desire and willingness to facilitate the growth of the Teacher Candidate's transition to a professional teacher.

Co-Selection of Mentor Teachers and Placement Site

Mentor Teachers' requests are taken into consideration as part of the co-selection model. However, the Superintendent, Principal, and Field Services Coordinator will make the final decision.

Mentor Teacher and Teacher Candidate Relationship and Interactions

Well defined roles of the University Supervisor, the Mentor Teacher, and the Teacher Candidate result in established parameters. The Mentor Teacher is responsible for the students in the classroom. Early recognition of the Teacher Candidate as a teacher (and not a student) is essential to a successful experience.

The following points serve as a guide for interactions with the Teacher Candidate:

- Organize materials in a manner to acquaint the Teacher Candidate
  - with the school and district
  - to become familiar with the classroom and students, for example, seating charts, time schedule, classroom rules, etc.
  - with curriculum needs of the students
- Arrange a workplace for the Teacher Candidate
- Recommend alternate classrooms for the Teacher Candidate to observe
- Encourage the Teacher Candidate to accompany and observe the same learners in other instructional settings, i.e., music, art, physical education, library, etc.
- Introduce the Teacher Candidate to the faculty, administration, and staff, and provide a school tour
- Provide the Teacher Candidate with observation and participation activities daily
- On the first day, discuss expectations and set goals for the Teacher Candidate
- Along with the University Supervisor, assure all PennWest criteria are met, for example, lesson plan format, Unit Plan, and other required assignments and assessments
- Maintain a record of the Teacher Candidate's attendance for the University Supervisor
- Set aside time each day to reflect and advise the Teacher Candidate
- Provide a full range of experiences, based on Teacher Candidate competencies, which cover all classroom responsibilities. Scaffold and provide varying levels of support as needed
- Maintain open communication with the University Supervisor
- Introduce the Teacher Candidate to the classroom so that there is an optimal opportunity for the Teacher Candidate to establish relationships and respect
- Review lesson plans and discuss with the Teacher Candidate prior to the lesson so that adjustments can be made, if requested.

Assigning Teacher Candidate Responsibilities

It is the expectation that, along with the guidance of the University Supervisor, the Mentor Teacher will:

- Assign the Teacher Candidate additional responsibilities each week, such as an added content area or course. This may vary based on the readiness of the Teacher Candidate and the Mentor Teacher and University Supervisor will determine readiness.
- Encourage appropriate professional interactions with other teachers and staff 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. Provide a detailed reflection and discussion during this time
- Assign initial tasks such as, taking attendance and other classroom procedural activities, grading papers, assigning books and supplies, recording tests and homework results, tutoring small groups or individuals, designing a learning center or bulletin board
- Follow the reporting and dismissal times of the faculty
- Set deadlines and strongly adhere to the deadlines with the Teacher Candidate.

These initial tasks generate a feeling of accomplishment and confidence, while allowing the Teacher Candidate the opportunity to establish relationships and be viewed as an authority figure.

Assigning the Teacher Candidate Other Professional Responsibilities

Teacher Candidates are encouraged to get involved in activities beyond the assigned classroom. The Mentor Teacher is encouraged to request the Teacher Candidate to attend co-curricular events, faculty meetings, in-service programs, parent-teacher events, off-campus events, and field trips, etc. With Mentor Teacher guidance, the Teacher Candidate should be encouraged to follow protocol regarding communication with parents.

Methods and Classroom Management

The PennWest Teacher Candidate will have had considerable instruction in both methods and classroom management, such instruction may not have been in the practical environment of the classroom. It is the responsibility of the Mentor Teacher to assist the Teacher Candidate with the theory to practice transition. The Teacher Candidate should be encouraged to develop a personal teaching style.

Mentor Teacher and University Supervisor Relationship

Mentor Teachers and the University Supervisor will discuss performance assessments, improvement goals, and Teacher Candidate progress. The first contact with a concern or suggestion should be to the University Supervisors.

Teacher Candidate Success Plan

If a Teacher Candidate is not meeting the expectations regarding any aspect of the experience, a discussion with the University Supervisor and the Teacher Candidate should be conducted immediately. It is important to NOT wait until the final weeks of the placement to identify remedial needs. The following process is in place:

- Mentor Teacher and/or University Supervisor notify and discuss the concern
- Complete an assessment (include supporting evidence, such as dates, times, etc. Be as detailed as possible).
- Monitor Teacher Candidate progress. Maintain documentation.

- Send a brief email to the Field Services Coordinator on your campus.
- Discuss all remediation concerns during meetings to determine if additional remediation is required.
- Upon recommendation, a Success Plan (remediation) will be put into place, and signed by the student, advisor, and Field Services Coordinator.
- The Field Services Coordinator on each campus will determine if additional intervention is necessary to meet certification requirements prior to formalizing the plan.

Additional Information

All Mentor Teacher payment questions should be directed to

- Office of Clinical Experiences: Jill Johnston, jjohnston@pennwest.edu

Any questions or concerns should be directed to:

- PennWest California: Mrs. Amy Shope, Field Services Coordinator, shope@pennwest.edu

- PennWest Clarion: Dr. Erin Lewis, Field Services Coordinator, elewis@pennwest.edu

- PennWest Edinboro: Mrs. Peyton Hudson, Field Services Coordinator, hudson_p@pennwest.edu

UNIVERSITY SUPERVISOR EXPECTATIONS

ROLE OF THE UNIVERSITY SUPERVISOR

University Supervisors are faculty members who represent PennWest University within school districts and agencies. As professors of record, the University Supervisors are expected to evaluate the Teacher Candidate's performance throughout 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 other related activities. The Supervisor establishes the field experience parameters, identifies course requirements, structures, and approves 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. Teacher Candidate email addresses are in the University Directory. The Supervisor is expected to use the school contact information provided by the Office of Clinical Experiences to communicate with the Mentor Teachers at the beginning of each field placement to obtain email addresses and other pertinent information. This contact should be during the one –two weeks prior to the semester starting,

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 to answer 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, if possible. Follow up with the Mentor Teacher may also be done via Zoom, email, Desire 2 Learn (D2L) or phone. Detailed, written feedback should be provided to the Teacher Candidate within one week of each formal observation.
- Review lesson plans prior to all scheduled on-site observations 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, instructional delivery and/or the classroom environment.
- Conduct a post-observation communication with the Teacher Candidate and include the examination of data, drawing of conclusions, and setting goals for future 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 as well as areas of needed growth.
- Assist the Teacher Candidate in achieving required competencies as listed on the CPAST, Content Specific Student Teaching Addendum, PDE (PA Department of Education) 430 and through other evaluation 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 for an eight-week placement and 6 observations for a sixteen-week placement or a 4-6 minimum. 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 additional on-site visits are needed, approval from the Office of Clinical Experiences from their home campus must be received before any additional mileage for on-site visits can be submitted by the Supervisor. ***The Field Services Coordinator, at each campus, reserves the right to request additional on-site visits during each course placement based on evidence from the University Supervisor, Mentor Teacher, or Teacher Candidate.***

*Mileage request forms for travel must be completed and approved by the Field Services Coordinator at each campus. Mileage should be estimated on the request forms at the approved University rate. Please estimate the mileage from either the campus or your home address, whichever is the shortest distance.

The **Travel Approval Request** must be completed during the first week of the semester 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 (if applicable). The amount for meal reimbursement for lunch if the trip is more than 15 miles from the base is identified in the faculty contract (Article 23 Section f. (5)).

Travel Expense Vouchers are to be completed **by the end of each month** and submitted to the Clinical Experience Office for approval. 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 along with the Travel Expense Voucher to process payments through Accounts Payable. The travel calendar should include:

- Location of trip (include the school's 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. Supervisors can access the current PennWest travel reimbursement forms in the Quick Links, Travel Forms section at Employee Resources - Home.

If there are concerns regarding Teacher Candidate performance and related visitations, please discuss it with the Field Services Coordinator at your campus. 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 Field Services Coordinator.
- Scheduling a meeting with the Teacher Candidate, University Supervisor, and the Field Services Coordinator on campus.
- Scheduling a meeting with the Teacher Candidate, Mentor Teacher, University Supervisor, and the Field Services Coordinator at the placement site.
- Remove the Teacher Candidate from the placement and follow the remediation protocol which includes the PennWest Educator Dispositions Rubric.
- Other activities/options to be determined by the Department Chair and Associate Dean.

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 Anthology Portfolio (formerly Anthology). Evaluations and paperwork are listed below:

- Candidate Preservice Assessment for Teacher candidates (CPAST) Form (3 for each 8-week Teacher Candidate placement) (6 for 16-week Teacher Candidate placement or minimum of 4-6).
- Learning Environment Assessment
- Content Specific Student Teaching Addendum
- PennWest Educator Dispositions Rubric
- PDE 430 and 430A Supplement
- Attendance and Grade Recommendation

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

Pennsylvania Western 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, Title IX requires University faculty members to report incidents of sexual discrimination, including sexual violence, shared by students to the University's Title IX Coordinator. Accordingly, if a student shares information about any incidents of sexual discrimination or sexual violence during a classroom discussion, in a writing assignment for a class, or in other contexts, faculty must report that information to the Title IX Coordinator. This information will only be shared with the Title IX Coordinator, who is the individual on campus designated to respond to

reports of discrimination or sexual violence. While the Title IX Coordinator is not a confidential source of support, they will address matters reported to them with sensitivity and will keep your information as private as possible.

Additionally, 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's *Protection of Minors Policy*.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: https://www.pennwest.edu/equity-title-ix.

Supervisors Role in Addressing Incidents of Sexual Harassment

What is PennWest's Policy on Sexual Harassment?

> Just as any professional is not to engage in behaviors that are considered improper, a teacher candidate has the right to expect to be free from anyone sexually harassing them.
>
> It is the policy of PennWest University that any harassment of students based on sex is unacceptable and will not be tolerated. PennWest University is committed to ensuring 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 as a term or condition of academic success or employment.
> 2. Such conduct is sufficiently pervasive or severe to interfere 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 based on their sex, sexual orientation, or gender identity.
2. The use of sexually explicit pictures, objects, or materials that have no legitimate instructional purposes.
3. Unwelcome use of social media, letters, e-mail, or phone calls of a sexual nature.
4. Sexual graffiti or visuals.
5. Unwelcome touching, pinching, or patting.
6. Repeatedly being asked for a date after disinterest has been expressed.
7. Pressure for sexual favors.

What should Supervisors of the Teacher Candidate do when they receive 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 Field Services Coordinator.
4. Monitor situations via frequent contacts.

***If there are any continuing incidents inform the Field Services Coordinator 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 Field Services Coordinator
3. Report on incident 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 Field Services Coordinator and Office of Social Equity.**

APPENDICES

APPENDIX A: Teacher Candidate Assessments

CPAST (Candidate Preservice Assessment of Student Teaching)	Learning Environment Assessment Rubric	Student Teaching Addendum: Program Specific Rubric	PDE 430	PennWest Educator Dispositions Rubric	Impact on Learning Project: Teacher Work Sample	Informal Feedback Report	Attendance Form (Student Teacher Version)	Attendance & Grade Form (Supervisor Version)
Requirements for Teacher candidate								
Coordinate completion of CPAST with University Supervisor for final observation per 8-week placement.	Coordinate completion of Learning Environment Assessment with University Supervisor for final observation per 8-week placement.	Review in Anthology	Review form completed by University supervisor. Candidate will sign electronically in Anthology at the conclusion of each placement.	Review in Anthology	Coordinate completion of Teacher Work Sample components with University Supervisor for each 8-week placement.	N/A	Document missed days on Attendance Form. Provide for mentor teacher to sign and upload to Anthology at the end of each 8-week placement.	Supervisor will complete and provide to Candidate to review and sign. Supervisor will upload to Anthology (unless this item is added to Anthology for Candidate to sign electronically).
Requirements for Mentor Teacher								
If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice – end of first 8 weeks and end of second 8 weeks.	If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice – end of first 8 weeks and end of second 8 weeks.	If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice – end of first 8 weeks and end of second 8 weeks.	N/A	If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice – end of first 8 weeks and end of second 8 weeks.	Support and monitor teacher candidate throughout project.	If 8-Week Placement, feedback completed once at 4 weeks and once at 6 weeks. If 16-Week Placement, feedback completed once at 4, 6, 8, and 10 weeks.	Monitor and document teacher candidate attendance. Teacher candidate will provide Attendance Form at the end of the 8-week placement for Mentor to confirm and sign.	N/A
Requirements for University Supervisor								
8-Week Placement evaluation completed 3 times 16-Week Placement evaluation completed 4 times—at least two before the first 8 weeks and at least two in the last 8 weeks.	8-Week Placement evaluation completed 3 times 16-Week Placement evaluation completed 4 times—at least two before the first 8 weeks and at least two in the last 8 weeks.	If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice—end of first 8 weeks and end of second 8 weeks.	If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice—end of first 8 weeks and end of second 8 weeks.	If 8-Week Placement, evaluation completed once at the end. If 16-Week Placement, evaluation completed twice—end of first 8 weeks and end of second 8 weeks.	Providing instructions, support, and monitoring throughout the project. Evaluation by the end of placement.	N/A	Review attendance form submitted by the teacher candidate. Confirm accuracy of attendance with Attendance & Grade Form (supervisor form).	Monitor and document student teaching attendance using the Attendance and Grade Form. Sign and grade attendance and upload form to Anthology at the end of each 8-week placement.

APPENDIX B: Student Teacher as Substitute Teacher Policy

PennWest University values its school partners and their willingness to invite our teacher candidates into their schools. We also know of the statewide teacher shortage and the need for qualified substitute teachers. In response to the implementation of Pennsylvania *22 Pa. Code §354.25(f),* PennWest University has adopted the following guidelines, effective November 8, 2024, regarding using student teachers as substitute teachers.

Student teachers are still completing their teacher preparation programs and have not yet fulfilled the requirements to gain certification in Pennsylvania. Therefore, Institutions of Higher Education are responsible for ensuring that student teaching requirements are completed before the end of the Student Teaching experience. Likewise, teacher candidates must realize that substitute teaching without a teaching certification may expose them to potential liability in the classroom that may impede their receipt of their certification in the future. The following procedures must be followed for student teacher candidates interested in serving as substitute teachers.

- Candidates must indicate their interest/willingness to substitute teach in their assigned classroom/building.
- The school district will submit the names of teacher candidates interested in substitute teaching who have received at least one satisfactory observation related to their student teacher program to the District's HR department or district-approved substitute teaching service for approval as substitutes by the school's Board of Education.
- The University Supervisor will be asked to provide input on the teacher candidate's readiness to serve as a substitute teacher in their content area and submit a mid-semester PDE 430 evaluation on which the candidate has earned a satisfactory rating.
- The District Mentor Teacher from the first or current student-teacher placement will provide input on the teacher candidate's readiness to serve as a substitute teacher in their content area.
- A District Administrator (e.g., Superintendent, Principal, etc.) will meet with the teacher candidate before the first substitute teacher assignment to provide a brief orientation and answer any questions from the teacher candidate.
- "Individuals fulfilling the student teaching experience per 22 Pa. Code §354.25(f) may <u>not</u> substitute for longer than **10 days in their assigned classroom or classrooms or for other teachers within the building or buildings where they have been placed as a student teacher** and must possess at least one satisfactory observation related to their student teacher program."
- Special Education Dual major student teachers completing their Special Education placement in the second half of the semester may only substitute in their assigned classroom.
- A teacher candidate will be compensated at the daily substitute teacher rate for his/her service to the district.
- Teacher candidates CANNOT count time substitute teaching toward completing their teacher preparation programs.
    - *12 weeks of student teaching are required for PA certification and must be completed.*

- *A student teacher may not substitute teach for more than approved by the PA code*
- *All university assignments must be completed for program completion.*
- *All PA Department of Education competencies must be met before receiving PA certification.*

PennWest University believes in the value of the mentor-teacher/teacher-candidate relationship. Working under the direction of a certified teacher provides direct and immediate feedback that prepares teacher candidates to assume the role of a full-time classroom teacher. PennWest University also recognizes that teacher candidates are entering the workforce at a time when staff shortages are a daily reality and a district-wide challenge. We understand there is value in having teacher candidates serve as substitute teachers in a ***limited*** and ***intentional*** role. PennWest University asks that the use of teacher candidates as substitute teachers be done sparingly. Teacher candidates who do not fulfill university and state competencies cannot be recommended for certification at the end of their programs.

APPENDIX C: Teacher Candidate Evaluation Instruments

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

Learning Environment Domain Addendum - This document is available via Anthology. Mentor Teachers will receive access at the beginning of the Teacher Candidate placement.

Student Teaching Addendum Program Specific Rubric - 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.

- Art
- Health and Physical Education
- PreK – 4 (Early Childhood)
- Middle Level Education
- Music
- Secondary Mathematics
- Secondary Science
- Secondary English
- Social Studies Education
- Special Education

PennWest Educator Dispositions Rubric – This document is available via Anthology. Mentor Teachers will receive access at the beginning of the Teacher Candidate placement.

PDE 430 Evaluation Form

PDE 430A Supplement Worksheet

Teacher Work Sample (Use discipline specific competencies/rubric)

APPENDIX D: PDE Code of Professional Practice and Conduct for Educators
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 it 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 violation of law, agency regulations or standard.

(5) Sexually harass a fellow employee.

APPENDIX E: Helpful Tips

Review the Mentor Teacher's instructional materials and resources along with those in the audiovisual 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 always behave in a professional manner.

➢ 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 Clinical Experience 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 F: Supervisor Checklist for End of Placement Requirements

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

*All documents must be uploaded as PDF files.

_____ **CPAST Evaluation Form**

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

_____ **Student Teaching Addendum-Content Area Specific**

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

_____ **PennWest Educator Dispositions Rubric**

- Completed in Anthology at the end of each placement or sooner if needed.

_____ **Learning Environment Domain Addendum**

- Completed in Anthology by the end of each placement.

_____ **PDE430**

- Completed in Anthology
- Last page must be signed by Teacher Candidate and University Supervisor

_____ **Professional Competencies (Worksheet PDE 430A Supplement)**

_____ **Teacher Work Sample (TWS)/Unit Plan**

- Completed in Anthology

_____ **Attendance and Grade Recommendation**

- Form received from Office of Clinical Experiences
- Form must be signed by Teacher Candidate and University Supervisor and uploaded to Anthology the University Supervisor

APPENDIX G: Description of Grades

A letter grade of "A" indicates that the Teacher Candidate demonstrates outstanding performance in the majority of student teaching competencies as indicated on the final CPAST. 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 and successfully completed the required assignments in a timely manner with a minimum amount of redirection from the university supervisor.

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 CPAST. These Teacher Candidates understand the concepts and implement the instruction well. They have completed required assignments with varying degrees of promptness, thoroughness, and creativity with a moderate amount of redirection from the university supervisor.

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 CPAST. 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 limited degrees of promptness, thoroughness and creativity with a significant amount of redirection from the university supervisor. The Teacher Candidate earning a "C" is required to meet with the Field Services Coordinator.

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 CPAST. The Teacher Candidate has failed to complete one or more required assignments. Significant errors were present throughout completed assignments. The Teacher Candidate is not eligible for certification and graduation in the degree program and must meet with the Field Services Coordinator.

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 CPAST. Required assignments were not completed. The Teacher Candidate is not eligible for certification and graduation in the degree program and must meet with the Field Services Coordinator.

APPENDIX H: Report of Incident/Accident Form

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 I: 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 cooperating schools by the Office of Clinical Experiences.

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

Placement Option I: Full semester (two 8-week placements) with one Mentor Teacher.

Placement Option II: Half semester (8-week placement) with one Mentor Teacher. Two placements per semester.

Dual major Teacher Candidates must complete two placements during the semester, one for each content area. These students will be placed following Placement Option II.