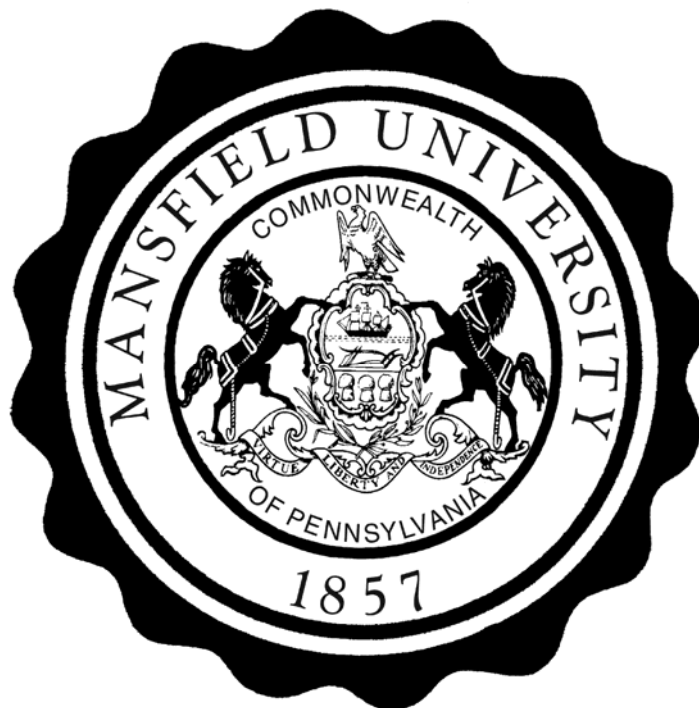


# **Mansfield University Teacher Education Field Experience Handbook**

**TEACHER  
AS  
REFLECTIVE  
DECISION MAKER**



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## Section 1

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### **Forms: Early Field Experiences**

**Form 1: Statement of Understanding** (required with clearances)

**Form 2: Statement of Confidentiality and Professionalism** (required with clearances)

**Form 2: Statement of Clearance Adherence** (required with clearances)

**Form 3: School Verification** (*if required by participating school district*)

**Form 4: Observation Pre-Approval** (*if required by professor*)

**Form 5: Field Experience Record Sheet, 2 page form** (*provides proof of field work*)

Welcome, Education Majors!

Mansfield University has been training teachers since 1862. We are delighted to have you join our teaching legacy and to have you participate in our rich tradition of excellence in education.

In preparation for the time you will spend in the Teacher Education Unit, please read this handbook, sign the form below and the form on the next page, and turn both in to The Field Experience Office (Retan 205). This is the first step in beginning the educational field component necessary to help you develop into a wonderful teacher. The content of this handbook will provide the direction you will need to begin the process of becoming a teacher. In addition, you will be able to register for additional course work after you have completed this first step. Please contact The Field Experience Office or your education advisor if you have questions or concerns about the details of this handbook.

Best wishes,  
Teacher Education Unit

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### Form 1: Statement of Understanding

As an education major at Mansfield University, I understand that there are many responsibilities to which I must attend in order to successfully complete the program and become a certified teacher in the Pennsylvania. I have read the *Teacher Education Unit Field Experience Handbook* carefully and understand the content. I have read the guidelines concerning clearance requirements, dispositions, field experience procedures, and the tracking of those field experiences. I understand that I must be proactive as I work to comply with the necessary field requirements outlined in this handbook in order to continue through the program. Failure to do so may result in removal from the teacher education program.

My signature below signifies my understanding and willful compliance with the policies and procedures established in this handbook including the following:

- Signed Statement of Confidentiality and Professionalism
- Signed *Statement of Clearance Adherence*
- Provided proof of one million dollars of professional liability insurance for every year in the education program
- Recognize MU's recommendation to secure health insurance

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Major \_\_\_\_\_

Date \_\_\_\_\_

Student ID # \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_

## Form 2: Statement of Confidentiality and Professionalism

As an education student in Mansfield University's Education Unit, I understand that I will have access to privileged and confidential information while participating in field experiences. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet in the field, the school districts with which I participate, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication venues including on-line medias such as email, Facebook, YouTube, Twitter, blogs, etc. I recognize the appropriate channels by which I can communicate concerns relating to my participation in the field. I understand that the director of Field Experiences, my department chair, or education faculty/supervisors are all appropriate professional resources and will welcome my questions and concerns. Because the consequences of breaching confidentiality are potentially very costly to the individuals involved and to the education program, I understand that my failure to abide by this statement may result in removal from the education program.

Student (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

### Statement of Clearance Adherence

As an education student in Mansfield University's teacher education unit, I understand that obtaining clearances is a critical responsibility of mine, and I will adhere to the following clearance guidelines:

1. I am responsible to complete the clearance requirements as outlined by the University before entering a field experience. Without updated clearances on file in The Educational Field Experience Office in Retan 205, I may not participate in a field experience.
2. I am not permitted to participate in any field experience if activity of any kind shows on a clearance. In this case, I understand that it is my responsibility to work with the Director of Field Experiences to establish pre-approval for every required field experience.
3. I must have original clearances with me for all field experiences, and I must have my MU identification visible (lanyard) for each field experience.
4. I will not be permitted to register for additional education courses until I meet all clearance requirements for education majors.
5. I understand that my clearances may be shared with schools upon request.
6. I understand that I must communicate any change in my clearances after I have submitted the required documentation. (Act 24)

Failure to abide by this statement may result in removal from the teacher education program.

Student (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**Form 3: School Verification (if required by participating school district)**

\_\_\_\_\_  
Semester and Year

\_\_\_\_\_  
Administrator / Teacher

\_\_\_\_\_  
Name of School

\_\_\_\_\_  
City and State

Dear \_\_\_\_\_,

\_\_\_\_\_ is a student at Mansfield University enrolled as a Teacher Education Major. After completing entry-level field experiences, taking foundation education courses, meeting the PDE required 3.0 GPA, and passing PDE's Praxis I exam, this student will become a Teacher Education Certification Candidate at Mansfield University. As part of this teacher education process, students are required to complete several hours of teacher observation. If it is convenient with your staff, I would appreciate your permission to allow our student to observe in your school. The student is not expected to engage in any formal activities while observing, but interaction with your students is at the discretion of the classroom teacher. In addition, our students have all met state clearance requirements and have them on record in The Educational Field Experience Office in order to participate in field experiences, 570-662-4024.

The observation of quality educators is an integral part of the teacher education process, and Mansfield University appreciates your assistance in this endeavor. Please feel free to contact me if you have any questions or concerns.

Sincerely,

\_\_\_\_\_  
Professor's name, course, and contact information



## Form 4: Observation Pre-Approval

\*Please note: This form should be completed and approved by course Instructor **before** making contact or **completing** any field experience. All requests must be with Affiliation Agreement partners. Professors, please turn in these forms at the end of each semester.

### STUDENT APPLICATION FOR OBSERVATION EXPERIENCES Teacher Education Unit

Student's Name:	Student ID #
College Phone / Cell Number:	Major:
College Address:	
Circle the appropriate program - Art, Elementary, Music, Secondary, or Special Education	
1. Name of School or Institution	
Address of School or Institution	
Name & Title of Contact Person	
2. Name of School or Institution	
Address of School or Institution	
Name & Title of Contact Person	
3. Name of School or Institution	
Address of School or Institution	
Name & Title of Contact Person	

## Form 5: Field Experience Record Sheet

Student's Name \_\_\_\_\_

**Directions:** Complete all information required in the Student Description Section below, and then ask the participating teacher to complete and sign the Participating Teacher Signature Section. Complete the "Brief Description of the Field Experience" after the observation is over. Take the completed form (both pages complete with classroom teacher's signature) to obtain the signature from the professor supervising the field experience noting successful completion of the field experience, verification of the hours, and demonstration of professional dispositions. Scan the completed form with the two signatures into a PDF document. Attach the PDF document into your Live Text portfolio (unless directed differently).

---

\_\_\_\_\_ (Participating Teacher Signature Section)

**Diversity Experiences** (Participating teacher: please check all which apply):

- Field experience included one or more students with IEPs
- Field experience included one or more students who receive free or reduced lunches
- Field experience included one or more students from diverse populations including, but not limited to, diversity related to race and ethnicity, medical conditions, cultural heritage, religious beliefs, etc.
- Field experience included one or more students receiving English Language Learner (ELL) services

**Participating Teacher Comments** (Optional):

**Cooperating Teacher Signature:** \_\_\_\_\_

(Professor / College Supervisor Signature Section)

The candidate successfully completed this field experience as described below and demonstrated professional dispositions consistent with Pennsylvania's Code of Professional Practice and Conduct for Educators and Mansfield University's Teacher Education Dispositions Policy.

**Professor / College Supervisor Signature:** \_\_\_\_\_

(Student Description Section)

**Dates:**

**Total Hours of this Experience:**

**School Name:**

**School District Name (or Organization):**

**Grade Level:**

**Teacher Name:**

**Professor/Supervisor Name:**

**MU Course Associated with this Field Experience:**

**Page 2 of Form 5, Field Experience Record Sheet**

**Brief Description of the Field Experience** (Briefly describe below what you did and reflect on what you learned; Describe the classroom setting during the observation or participation, your level of involvement, numbers of students, subjects, etc.; To protect student confidentiality, use names such as Student A, Student B in any descriptions; Write and edit carefully -- this description will be read by the participating teacher and college supervisor and will be included in your professional portfolio); this form should be typed:

## Section 2

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### Mansfield University Teacher Education Field Experiences

#### Overview

As students pursue an education degree at Mansfield University, they will be asked to meet a variety of course requirements as well as a series of field and professional requirements. This handbook is designed as a field guide for teacher candidates as they progress from entry-level courses through student teaching. Education students should closely review the information in this handbook and be proactive as they adhere to the guidelines established here. The handbook is designed to provide clarity concerning the following:

- Requirements for Chapter 49 field experiences
- Expectations during field experiences
- Policies and procedures for field work
- Guidelines and expectations for student teaching

#### Chapter 49 Field Experiences

One important component of the teacher certification program is field experience. Pennsylvania Department of Education's (PDE) Chapter 49 has established competencies for field work and a specific structure for the completion of these requirements. All teacher certification programs include a four-stage structure. Each education student must demonstrate evidence of meeting the field experience competencies identified in each of the stages of learning. Course professors and University supervisors will provide official verification that each student has demonstrated the state-identified competencies. The state of Pennsylvania will verify that each student has met the Chapter 49 field experience requirements before granting teacher certification. Although Mansfield University will provide sequential and developmental field experiences designed to meet state certification requirements, students are responsible for completing these field experiences.

Although all field experiences act as a powerful educational tool for a student's transition from educational theory to educational practice, it is important to note that Mansfield University education students will experience two types of field experiences throughout the course of their education. Some field components will be identified as Chapter 49, i.e. those courses housing field experiences that have the responsibility of verifying competency completion for state certification. Other courses will have field components that are only connected to course objectives, not state competencies, and therefore do not carry the responsibility of reporting to the state on the student's behalf. In both cases, field work is very important to the overall success and development of teacher candidates.

Chapter 49 courses can only be passed when a student successfully completes the field experience designed to demonstrate evidence of meeting state competencies. A student will not pass a Chapter 49 course until all competencies required in that course have been met. In a situation where a student has met the academic requirements of the course but cannot show evidence of meeting the field competencies of the course, the student's failing grade will trigger a meeting with the course professor and department chair. Please consult the *Teacher Education Dispositions Policy* for established protocol in the event of an unsuccessful field experience.

Students who entered education programs at Mansfield University between 2009 and 2012 have experienced great change. During this period of time, PDE upheld legislation requiring education students to provide proof of having had 190 hours of field work. In order to meet these state

requirements, Mansfield University created a tracking system. Students were required to complete a form called the *Field Experience Record Sheet* and save this form in Live Text as a way of logging completed field work. Whether or not a professor asked students to record course specific field experiences, students were required to get in the habit of documenting each field experience using the *Field Experience Record Sheet*. This form was completed by the student, signed by the professor and the participating teacher, and then scanned into a PDF document and attached into the Live Text Field Experiences Log.

Now (fall 2012) that PDE has replaced Chapter 49's 190 hour field experience requirement with field competencies, Mansfield University is no longer requiring students to continue with the tracking system identified above. In replacement, professors will be evaluating each student's field performance and providing state verification on behalf of a student's successful completion of each identified field competency.

### Field Experience Stages

The PDE's Chapter 49 field experience competencies are divided into the following 4 Stages:

Stage	Activities that help the candidate acquire Knowledge and/or skill in this Stage.
Stage One: (First & Second Years) Observation	Students are observers in a variety of education and education-related settings so that students have a broad experience and learn as much as possible about the learner and educational philosophy.
Stage Two: (First & Second Years) Exploration	This is an experience in which the candidate works under the teacher's supervision during individual tutorials or with a small group of students. Activities can include tutoring, subject matter experiences, small group conversations, outdoor play, and monitoring classroom routines and procedures.
Stage Three: (Third & Fourth Years) Pre-Student Teaching	Teacher candidates work with a district teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers, and supervisors. Students are expected to work with materials they have prepared and created for classroom instruction.
Stage Four: (Final Year) Student Teaching	Teacher candidates successfully use knowledge, skills, and dispositions gained in Stages one through three. There is a minimum of 12 weeks full-time student teaching required (354.25(f)).

## Section3

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### **MU Compliance with PDE Field Experience Competencies**

#### **Stage 1 and 2 Field Experience Competencies**

Students will demonstrate evidence of having met the following Stage 1 and 2 competencies in these courses:

***Pre K – 4 and Special Education:*** SPE 2276 English Language Learners, ELE 2800 Early Childhood Integrated Curriculum

***Secondary Education:*** SPE 2276 English Language Learners, ED 2205 Educational Psychology

***Music Education:*** MU 1100 Foundations of Music Education, SPE 2276 English Language Learners, ED 2205 Educational Psychology

***Art Education:*** SPE 2276 English Language Learners, ED 2205 Educational Psychology: ARE 2211 Introduction to Art Education

#### **Planning and Preparation Competencies**

1. Reflects on elements of planning and preparation from observations in educational settings.
2. Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observations.
3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.
4. Identifies how learning goals were developed to address individual student needs.
5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

#### **Classroom Management Competencies**

1. Describes elements of effective classroom management observed in various educational settings.
2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.
3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

#### **Instructional Delivery Competencies**

1. Observes and reflects on effective verbal and non-verbal communication techniques.
2. Observes and reflects on effective questioning and discussion techniques.
3. Identifies ways in which technology is used as a teaching and learning tool.
4. Reflects on the level of active student engagement during instructional delivery.
5. Observes methods of communication of instructional goals, procedures and content

### Professional Conduct Competencies

1. Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state and federal laws and regulations.
2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.

### Assessment Competencies

1. Identifies and reports on various kinds of assessments used in instruction.
2. Assesses their own professional growth through focused self-reflection.

### Knowledge of Diverse Learners Competencies

1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.

### **Stage 3 Field Experience Competencies**

Students will demonstrate evidence of having met the following Stage 3 competencies in these courses:

***Pre K – 4 and Special Education:*** SPE 3291 High Incidence Disabilities, ELE 3400 School Experiences, ELE 3383 Literacy Methods, ELE 3386 Social Studies Methods, ELE 3387 Science & Tech Methods, ELE 3388 Math Methods, ELE 4403 Lang Arts Methods

***Secondary Education:*** SPE 3291 High Incidence Disabilities, ED 3320 Observation and Participation, ED 3310 Content Area Reading and Writing, ED 3312 Teaching Secondary English Language Arts, ED 3313 Teaching Secondary Science and Technology, ED 3314 Teaching Secondary Mathematics, ED HST 3316 Teaching Secondary Social Studies, ED 3317 Teaching Secondary Foreign Languages

***Music Education:*** SPE 3291 High Incidence Disabilities, MU 3241/Lab General Music Methods, MU 4330 Choral Methods OR MU 4331 Instrumental Methods

***Art Education:*** SPE 3291/ ARE 33291L (lab) High Incidence Disabilities, ARE 3390 Art curriculum and Teaching in Elementary Schools, ARE 3393 Art Curriculum and Teaching in Secondary Schools; ARE 4440 Art Education Field Experiences

### **Planning and Preparation Competencies**

1. Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.
2. Adequate knowledge of Pa. Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.
3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction
4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs.
5. The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.

### **Classroom Environment Competencies**

1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Identifies opportunities for productive family and community contact.
6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.



### Instructional Delivery Competencies

1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.
4. Uses technology as an effective teaching and learning tool.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses formal and/or informal assessment to measure student responsiveness to instruction.
8. Constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.  
Clearly communicates instructional goals, procedures and content

### Professional Conduct Competencies

1. Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.
2. Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
4. Applies safety precautions and procedures
5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
6. Develops and maintains professional relationships with school colleagues.

### Assessment Competencies

1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
7. Assesses their own professional growth through focused self-reflection

### Knowledge of Diverse Learners Competencies

1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

### **Stage 4 Field Experience Competencies**

Students will demonstrate evidence of having met the following Stage 4 competencies in these courses:

***Pre K – 4 and Special Education:*** ELE 4400 and ELE 4400L

***Secondary Education:*** ED 4400 and ED4400L

***Music Education:*** MU 4400 and MU 4400L

***Art Education:*** ART 4400 and ART 4403L

### **Planning and Preparation Competencies**

1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.
3. Plans instruction that is responsive to the age and/or related characteristics of their students.
4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.

### **Classroom Environment Competencies**

1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Engages in proactive communication with families and community contacts.
6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities

### **Instructional Delivery Competencies**

1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
4. Uses instructional technology and assesses its impact on student learning.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.

7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
10. Clearly communicates instructional goals, procedures and content.
11. Accesses communication technologies to communicate with families regarding student progress.

#### Professional Conduct Competencies

1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
3. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
4. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
6. Avoids inappropriate relationships, conduct and contact with students.
7. Applies safety precautions and procedures.
8. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
9. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

#### Assessment Competencies

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
7. Assesses their own professional growth through focused self-reflection.

#### Knowledge of Diverse Learners Competencies

1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Promotes a positive learning environment that values and fosters respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Supports the growth and development of all students, particularly those traditionally underserved.
5. Communicates with and engages families, caregivers and the broader community.

## Section 4

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### Beginning Field Experience Stages

The Pennsylvania Department of Education (PDE) and Mansfield University require all candidates to submit the following documents to The Educational Field Experience Office upon entrance into an education program and before entering a public school classroom: (See following process for documented offenses)

- Act 151 Clearance – PA Child Abuse Clearance
- Act 34 – PA Criminal Record Clearance
- PA FBI Clearance – Federal Clearance
- TB (Mantoux) Test completed through Maple Clinic or personal physician
- One million dollars of professional liability insurance for each year at MU
- Act 24 Arrest or Conviction Report

In addition to clearances, Mansfield University requires completion of the following documents prior to completing any field work (in addition to required clearances):

- Signed Statement of Confidentiality and Professionalism and Statement of Clearance Adherence (both are on one form);
- Signed *Statement of Understanding* from this handbook; and
- Health insurance coverage is recommended.

### Mansfield University's Clearance Policy for Education Majors

As indicated in this handbook and Mansfield University's undergraduate and graduate catalogues, great care is taken to ensure that all education students have PDE- approved clearances in order to be teacher education majors upon acceptance into the program. Without appropriate clearances, students will be unable to successfully complete an education degree at Mansfield University and teaching certification in Pennsylvania. Students will not be permitted to register for additional education coursework without meeting clearance requirements.

It is the policy of Mansfield University (MU) that all Teacher Education Majors, upon acceptance into the program, must possess a current Pennsylvania Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), a negative TB tine test, liability insurance, Act 24 Arrest or Conviction Report, and a current PA- FBI clearance. The process for securing the above mentioned clearances can be found at <http://mansfield.edu/teacher/>, and questions can be directed to Mrs. Beth McClure at 570-662-4024. Students will not be allowed to go into the field, under any circumstances, unless copies of current clearances are on file in The Educational Field Experience Office, 205 Retan. Students are obligated to share changes to their clearance history throughout the course of their study (Act 24).

As long as a student is continuously enrolled in an education program at Mansfield University, his/her clearances will be valid until student teaching. If a student decides to change majors or take a semester (or more) off, then he/she will be required to submit new clearances upon entrance back into the education program. All students will have to renew their clearances prior to student

teaching. The following specific requirements should be followed for student teachers renewing their clearances (Act 34, Act 151, PA FBI, TB Tine, Act 24, and liability\*):

*Fall Student Teachers:* Clearances must not be dated prior to February of the year that student teaching will take place. Copies of all renewed clearances must be turned into The Educational Field Experience Office in Retan Center no later than June 30th.

*Spring Student Teachers:* Clearances must not be dated prior to June 15th of the summer preceding student teaching. Copies of all renewed clearances must be turned into The Educational Field Experience Office in Retan Center no later than September 30th.

If activity of any kind appears on a clearance, then Mansfield University requires the following process:

1. Upon acceptance into any education program, the student must meet with the Field Experience Director to discuss his/her clearance situation, Pennsylvania law, and Mansfield University policy.
2. If the student is permitted/decides to continue as an education major, then the student must be willing to sign an agreement stating that he/she understands the possible challenges that might surface as a result of continuing to pursue certification. Students must be willing to allow MU the freedom to share their clearance history with field partners.
3. The student must be willing to allow Mansfield University to share his/her clearances with any school providing a field experience for the student. The student may only pursue field experiences through the direction of The Educational Field Experience Office.

Graduate students must meet the same clearance requirements as undergraduate students. The only exception to this policy is reserved for graduate students who are certified, practicing teachers or professionals who have already met the state clearance requirements necessary to work with children in their current position. For these students, an official verification letter from their placement superintendent, principal, or direct supervisor will be acceptable as long as it verifies that (1) the student is a current employee and (2) has met all the clearance requirements necessary to work with children in his/her current position. A sample verification letter is available at <http://mansfield.edu/teacher/initial-clearance-instructions/public-school-employee---clearance-letter/>. Graduate students should also ensure that they have adequate professional liability insurance for field work outside of their expected job responsibilities. For example, if a NY teacher is working with a PA reading camp, then will he be professionally covered in the event of litigation? Graduate students are encouraged to secure proof of coverage in writing or err on the side of caution and attain professional liability insurance through one of the organizations listed at <http://mansfield.edu/teacher/>.

## Section 5

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### Clearances and the Law

#### 1. Purpose

The Teacher Education Unit at Mansfield University prepares teachers for P-12 classrooms of the Commonwealth of Pennsylvania by providing programs of preparation that include, among other activities, early field experiences and student teaching experiences in P-12 classrooms in partnership with local public and approved private school programs. These programs lead to teacher certification in Pennsylvania.

Teacher education candidates are required by law to acquire a Pennsylvania State Criminal History Record, 1985 (Act 34), Federal (FBI) Criminal History Report, 2006 (Act 114), and Child Abuse Report, 1994 (Act 151) prior to the start of their first field experience, and they are expected to maintain up-to-date background checks throughout their preparation until such time MU recommends them to PDE for teaching certification.

No persons shall be employed in a public or private school, intermediate unit or area vocational-technical school where the report of criminal history record information indicates the applicant has been convicted, within five (5) years immediately preceding the date of the report, of any of the following offenses: (24 P.S. 1-111 (e) )

1. An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:
  - Chapter 25 (relating to criminal homicide).
  - Section 2702 (relating to aggravated assault).
  - Section 2709 (relating to harassment and stalking).
  - Section 2901 (relating to kidnapping).
  - Section 2902 (relating to unlawful restraint).
  - Section 3121 (relating to rape).
  - Section 3122.1 (relating to statutory sexual assault).
  - Section 3123 (relating to involuntary deviate sexual intercourse).
  - Section 3124.1 (relating to sexual assault).

#### PA Act 34 (1985)

- Section 3125 (relating to aggravated indecent assault).
- Section 3126 (relating to indecent assault).
- Section 3127 (relating to indecent exposure).
- Section 4302 (relating to incest).
- Section 4303 (relating to concealing death of child).
- Section 4304 (relating to endangering welfare of children).
- Section 4305 (relating to dealing in infant children).
- A felony offense under section 5902(b) (relating to prostitution and related offenses).
- Section 5903(c) or (d) (relating to obscene and other sexual materials and performances).
- Section 6301 (relating to corruption of minors).
- Section 6312 (relating to sexual abuse of children).

2. An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act."

3. An out-of-State or Federal offense similar in nature to those crimes listed in clauses (1) and (2).

Student teacher candidates, defined as individuals participating in a classroom teaching, internship, clinical or field experience who, as part of a program for the initial or advanced preparation of professional educators, perform classroom teaching or assist in the education program in a public or private school, intermediate unit or area vocational-technical school under the supervision of educator preparation program faculty, may not participate in any classroom teaching, internship, clinical, or field experience if, under 24 P.S. 1-111 (e), they would be prohibited from being employed by the school entity. [reference, 24 P.S. 1-111 (a.1) (3) and 24 P.S. 1-111 (a.1) (5)]

The Teacher Education Unit at Mansfield University receives the criminal history reports and will note teacher education candidates each semester who have criminal convictions as indicated by the Act 34, 114, and 151 clearances.

The Teacher Education Unit has legal and ethical responsibilities to (a) maintain the safety, well-being, and intellectual and emotional development of P-12 students, (b) candidates at Mansfield University, and (c) to protect the partnership it has established with P-12 schools in order to prepare teachers for the Commonwealth of Pennsylvania.

The Teacher Education Unit intends to carry out its responsibilities as described in the event that teacher education candidates have histories of criminal convictions by adhering to the following policies.

## **2. Student Notification**

1. As required by law, the Teacher Education Unit will,

1.1. require teacher education candidates to secure criminal background clearances and child abuse clearances.

1.2. collect, examine, and maintain copies of these criminal background clearances and child abuse clearances

2. The Teacher Education Unit will prohibit teacher education candidates from participating in early field experiences and student teaching experiences, as is required by the statute, if they have been convicted of crimes outlined in 24 P.S. 1-111 (e).

3. The Teacher Education Unit will not prohibit otherwise qualified teacher education candidates from participating in practicum experiences and student teaching experiences if they have been convicted of crimes other than those outlined in 24 P.S. 1-111, since there is no statutory basis for doing so. However, the following provisions pertain to these cases:

3.1. Copies of the criminal history reports of a teacher education candidate will be made available to school district personnel at the time requests for placements for field experience and/or student teaching experiences are made on behalf of that individual.

3.2. A written Statement of Understanding stating that the teacher education candidate with a conviction history may be viewed as less desirable by potential employer School Districts in the Commonwealth of Pennsylvania, despite the fact that they may be legally eligible for such a position under the law, will be issued and signed by the teacher education candidate and the Director of Educational Field Experiences or designee. The candidate's signature will acknowledge that the student received and read the form.



### **3. Delegation of Responsibility**

1. The Director of Educational Field Experiences will designate responsibility for the collection and examination of, and the maintenance of, files containing criminal history clearances, as required by law.

2. The Director of Educational Field Experiences in collaboration with the department Chair (and if not resolved the Associate Provost/Dean) is to determine, based on this policy, the disposition of cases involving teacher education candidates with criminal records as evidenced on the Pennsylvania State Criminal History Record (Act 34), Federal (FBI) Criminal History Report (Act 114), or Child Abuse Report (Act 151) under the following circumstances:

2.1. The Director of Educational Field Experiences or designee will meet with teacher education candidates who have been convicted of crimes outlined in 24 P.S. 1111; inform them that they are prohibited, under the statute, from participating in practicum experiences and student teaching experiences; and direct them to sign the "Statement of Criminal Convictions under 24 P.S. 1-111."

2.2. The Director of Education Field Experiences or designee will meet with a teacher education candidate who has been convicted of crimes other than those outlined in 24 P.S. 1-111 and direct them to sign a Statement of Understanding indicating that the teacher education candidate may be viewed as less desirable by potential employer School Districts in the Commonwealth of Pennsylvania, despite the fact that they may be legally eligible for such a position under the law. Used by permission from West Chester University

### Expectations during Field Experiences

**Affiliation Agreements:** The Teacher Education Unit is proud to have strong partnerships with over a hundred participating school districts and agencies. The legal agreements allowing Mansfield University students to spend time learning in our partners' educational sites are called **Affiliation Agreements** (AA). It is important that all Mansfield University field experiences be completed with AA partners only. It is a violation of Mansfield University policy for participation in field experiences to fall outside of the approved AA partnerships. For a complete list of approved AA sites, please see <http://mansfield.edu/teacher/> or The Field Experience Office. All Chapter 49 courses will have pre-determined field experiences. Field experiences for additional courses should be discussed with the instructor of the course.

#### ***Required steps for Entering a Field Experience***

1. Provide proof of clearances (copies) and required documents to Retan 205, The Educational Field Experience Office.
2. If the field experience is not pre-determined through Chapter 49, please receive approval of placement site from the professor of the course using form 4. Students may not enter a field experience without prior approval from the professor. Failure to adhere to this policy may result in a failing grade and may also affect a student's ability to continue with the teacher education program at Mansfield University. Placements must be arranged in AA districts.
  - Due to the large volume of students currently placed in local schools, the University has agreed not to send students to Warren L. Miller Elementary School or Mansfield High School for early observations and/or participation. These sites are only reserved for students who are graduates of these schools (unless other arrangements are made through the professor). Observations must be approved through building principals.
3. Unless otherwise directed, at least two weeks before the expected observation, students should write or telephone the school principal to ask for permission. Explain Mansfield University's field requirement and ask about the possibility of planning an observation. Work with the principal to secure permission to work with a specific teacher. If official notification is necessary, please work with the course professor to complete the letter, see form 3. Please be sure that all communication with the school is professional. Texting is not professional and should not be utilized. All emails should be used with caution; and in all cases, emails should be written in standard written English using a professional letter format.
4. Please follow school protocol concerning visitors. It is important that each Mansfield University student be professional. If a school asks a student to leave or not return, then Mansfield University will assess the student's dispositions and decide what further action may be taken. This may include, but not be limited to, removal from the education program. Please see the Teacher Education Disposition Policy in this handbook for specific details.
5. The following professional guidelines should be followed in the field:
  - Arrive early for the observation. Introduce self to the secretary and the principal if he/she is available. Express gratitude for the experience. Sign the

Visitor's Sheet in the office. The verification letter (form 3) could be presented at this time as well.

- Speak in a clear, professional manner, and use good eye contact. Greet people with whom contact is made. Smile. Get excited about the experience!
- Leave cell phones in the car. Cell phones are prohibited in all Mansfield University field experiences.
- Present original clearances. Make sure entrance into any field setting is always accompanied by personal clearances. In addition, it is important to wear a Mansfield University identification card in a lanyard so that school administrators, teachers, and office personnel will easily be able to verify identity as a Mansfield University student.
- Dress professionally. Men should have a shirt, tie, dress pants, dress shoes, and appropriate socks, belts, etc. Do not wear a hat into the building. Women need to be in loose-fitting dress slacks or skirts. Shirts should not be form-fitting, revealing, or low cut. No midriffs should be showing. Dress shoes, not flip flops, are required. All clothing should be clean and ironed. Facial jewelry, unnatural hair color, and visible tattoos are not allowed. In short, all education students are required to look like a professional teacher when they enter the field. Help with professional dress is available at the Career Development Office (Alumni).  
<http://career.mansfield.edu/media/files/ProfClothesClosetLink.pdf>
- Call the school if the scheduled appointment must be changed or if the timing has changed (running late, etc.). Be sure to explain the situation and apologize. Ask to reschedule the appointment. Alert the course professor about the change and the professional way in which the change was handled.
- Bring the appropriate forms necessary to secure the cooperating teacher's signature and verify the field experience.

6. Sign out of the building before leaving the field experience. Be sure to thank the participating teacher, the secretary, and the principal (if available) for the opportunity to learn in their building. Send a thank you note to the participating teacher and to the principal after the experience. Please be sure the note is professional, without errors.

### **Recording a Field Experience**

1. Complete form 5, Field Experience Record Form, for each field experience completed. Follow the directions on this form. It is important to execute the field experience recording expectations established by your professor. If the professor of the course does not require you to document the course field experience, you are encouraged to document each field experience using the *Field Experience Record Sheet (form 5)* by scanning it into your Live Text portfolio. This practice will ensure that you have created a permanent record of all of your field work and will provide valuable information for the future (certification, employment, etc.).

### **University Termination of Field Experiences**

If a student is found to be acting in a way that endangers children, is in violation of school and/or university policies, is in violation of the law, or shows disrespect and insubordination towards local public school or university personnel, he/she may be removed / terminated from field experiences at the discretion of the university. The following conditions provide examples of (but are not limited to) what constitutes reasons for an unscheduled removal:

- the student's disregard for the Pennsylvania Code of Professional Practice and Conduct for Educators (PDE, 1991),
- the student's failure to abide by the field experience guidelines established by the Teacher Education Unit
- the student's failure to demonstrate appropriate teaching dispositions as established by Mansfield University Teacher Education Dispositions Policy,
- the student's disregard for the policies, protocols, and procedures established by the host school district,
- the student's inability to build and maintain a positive relationship with the hosting school or participating teacher
- the student's breach of confidentiality
- the student's unsatisfactory academic performance within a school district
- the student's inappropriate use of technology, including on-line activity

An unscheduled removal is a very serious matter and a student may be asked to leave (or not return to) a field placement or course experience without prior notice. If a situation arises that could possibly be grounds for a student being removed from a course experience or field experience, the TEC Chairperson, relevant Department Chairperson(s), and the Field Director (or designees) will work to assess the situation, create a plan of action for changing behaviors that have been questioned, or remove the student from the experience. Where applicable, a student may be temporarily suspended from a field experience or course of study until the necessary coordination of a meeting can be arranged within five University business days.

**Program Removal:** A student may be dismissed from an education program as a result of his/her termination from a field experience or from a course. In rare situations such as this, the student will not be allowed to readmit to education programs at Mansfield University.

**Appeals:** Procedural appeals may be made in writing to the Dean of Education, Professional, and Graduate Studies within five (5) University business days from the date they were notified of the decision.

### Teacher Education Dispositions Policy

#### Role of Dispositions

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others. (Ros-Voseles & Moss, 2007) An emphasis on developing positive professional dispositions is consistent with the Mansfield University Mission Statement which values "Character" as one of the four cornerstones of a Mansfield education.

Teacher education programs bear a responsibility to convey, model, and promote positive standards of professional conduct. They also should maintain screening and assessment procedures to assure that teacher candidates with negative dispositions at odds with professional standards are not permitted to persist in teacher education programs.

Mansfield University teacher education programs have earned accreditation from The National Council for Accreditation of Teacher Education (NCATE). That national accrediting group requires that member teacher education colleges and universities assess their candidates' knowledge, skills, and *dispositions*. Teaching dispositions also extend to maintaining the ethical standards of teachers' professional societies (for example, Council for Exceptional Children, National Council of Teachers of Mathematics, etc.). (NCATE, 2006)

The Pennsylvania Department of Education (PDE) requires pre-service and in-service teachers in Pennsylvania to act in accordance with *Pennsylvania's Code of Professional Practice and Conduct for Educators* (PDE, 1991). The PDE program evaluation guidelines include "Professionalism" as a required attribute of *all* teacher education candidates and note that programs must provide evidence that their students possess and demonstrate professionalism in keeping with the Pennsylvania Code. (PDE, 2001)

Mansfield University teacher education has identified 11 dispositions that should be possessed by program graduates. Through the actions of the Teacher Education Council (TEC), a set of procedures have been established to promote and assess teacher education candidate dispositions and to respond to candidates displaying negative dispositions and unprofessional conduct. Authority for enforcing the dispositions procedures resides within academic departments and is directed by the Department Chairperson.

#### Mansfield University Teacher Education Dispositions

If sincerely held, dispositions should lead to actions and patterns of professional conduct. Teachers should be role models and model positive behaviors for their students. The eleven dispositions briefly described below have been aligned to the domains and components of the Danielson Framework for Teaching (2007) that forms the core of the knowledge base within the teacher education unit conceptual framework.

- **Reflection** – Teachers should recognize that professional reflection combined with experience leads to professional growth. Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement. (Danielson 4A, 4E)

- **Professional conduct** – Teachers should exercise sound judgment and ethical professional behavior, including online activity. Teachers should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals. Teachers should maintain complete confidentiality in all aspects of the learner and the learning environment. (Danielson 2C, 4D, 4F)
- **Respect for diversity** – Teachers should be sensitive to individual differences among students and promote understanding of students' varied cultural traditions and learning strengths and needs. (Danielson 1B)
- **High expectations** – Teachers should believe that all their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to all their students in positive ways. (Danielson 1C, 2B, 3A)
- **Respect for others** – Teachers should develop and maintain classroom communities marked by student respect for other students and free from bullying and belittling behaviors. Teachers should interact with their students, fellow teachers, administrators, parents, and other community members with courtesy and civility. Respect is also demonstrated by pre-service teachers in the professionally appropriate ways in which they address fellow students, staff, faculty members, and administrators. (Danielson 2A, 2D, 4C, 4D)
- **Compassion** – Teachers should demonstrate professional friendliness, warmth, and genuine caring in their relationships with students. Teachers should attempt to establish student-teacher relationships characterized by respect and rapport. (Danielson 2A)
- **Advocacy** – Teachers should work to promote positive changes in schools and communities that benefit the welfare of their students. Teachers should work to assure that their students are afforded the services they need. (Danielson 4D, 4F)
- **Curiosity** – Teachers should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development. (Danielson 3C, 4D, 4E)
- **Dedication** – Teachers should be committed to the profession of teaching and to the betterment of their schools, communities, and students. Dedication is also demonstrated by pre-service teachers by class attendance, participation, completion of outside readings and assignments, and overall performance in teacher education courses. (Danielson 4D, 4E)
- **Honesty** – Teachers should model personal and academic integrity by their actions. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity. (Danielson 4F)
- **Fairness** – Teachers should promote social justice, treat students equitably, maintain appropriate standards of confidentiality, and exercise fairness in academic assessment. Teachers should promote fairness in students' interactions with others. (Danielson 1F, 2A, 3D, 4B, 4F)

## Assessing Dispositions

**Field-Based Assessment:** Mansfield University adheres to NCATE standards in assessing professional dispositions for all teacher education candidates. "Professional dispositions are not assessed directly; instead the unit assesses dispositions based on observable behavior in educational settings." (NCATE, 2008, 22) Field experiences are a developmental and sequential part of each teacher education program. Dispositions are observed in field

experiences by both the Pre-K-12 teacher and the University professor/supervisor through the use of an evaluative scale. In keeping with established assessment principles and practices, the assessments are in varied field settings, multiple, and spread throughout the teacher education program.

Responding to Negative Dispositions / Professional Conduct in Field-Based Assessment

- “Unsatisfactory” evaluation on a first Field-Based Assessment: Conference with the faculty member supervising the field experience; If concerns remain after the conference, referred to the Department Chairperson(s) for a conference
- “Unsatisfactory” evaluation on a second Field-Based Assessment - Conference with the college supervisor in which the “unsatisfactory” is recorded; Notice of the “Unsatisfactory” evaluation is forwarded to the Department Chairperson(s) and Director of Field Experiences; If concerns remain, the Department Chairperson(s) may develop a plan of action for changing behaviors that have been questioned or may recommend removal from teacher education

Note: Students receiving an “Unsatisfactory” PDE 430 evaluation in any domain or overall on the summative evaluation cannot be recommended to PDE for certification; to gain a “Basic” level or above evaluation following an “Unsatisfactory” evaluation, student teaching would need to be successfully repeated

**University-Based Assessment:** Dispositions and standards of professional conduct should be *continually* maintained throughout the pre-service and in-service educator’s career. As a result, the Mansfield University dispositions procedures also include provisions for concerns that are expressed by teacher education faculty members. For example, low grades in required teacher education courses provide cause for concern. Other examples include aggressive or disrespectful behaviors or language directed toward faculty members, staff, or students. Breaches of school-age student confidentiality or inappropriate communications or images online also represent occasions for concern. And, there are other forms of inappropriate, unprofessional, or negative behaviors that would also give rise to concerns. In situations such as this,

- Faculty members should direct their concerns about a student’s professional dispositions to the Chairperson of the Education and Special Education Department. The content Chairperson will collaborate with the Education and Special Education Chairperson when applicable.
- The Education and Special Education Department Chairperson will file a *Teacher Candidate Incident Report* at any point in the teacher education program when there are concerns about a student’s professional dispositions or concerns about a student’s conduct. The final paperwork will officially reside in the Educational Field Experience Office; however, the content Chairperson will also retain a copy of the filed report.
- When concerns are raised, the student will be notified by the respective Department Chairperson(s) and given an opportunity to discuss the concern.
- When indicated, a plan of action with opportunity to address the area(s) of concern will be developed. If after a plan of action is attempted, and the area(s) of concern continue, further actions, including dismissal, will be considered.

**Immediate Removal:** Students are expected to behave in a professional manner and in ways that uphold their responsibilities to be positive role models for the students that they teach. Students in field experiences are guests in the host schools and participation in field experiences carry important responsibilities to act in a professional manner.

In unusual circumstances, it may be necessary to remove a student from a field experience or course experience. The following conditions provide examples of (but are not limited to) what constitutes reasons for an unscheduled removal:

- the student's disregard for the Pennsylvania Code of Professional Practice and Conduct for Educators (PDE, 1991),
- the student's failure to abide by the field experience guidelines established by the Teacher Education Unit
- the student's failure to demonstrate appropriate teaching dispositions as established by Mansfield University Teacher Education Dispositions Policy,
- the student's disregard for the policies, protocols, and procedures established by the host school district,
- the student's inability to build and maintain a positive relationship with the hosting school or participating teacher
- the student's breach of confidentiality
- the student's unsatisfactory academic performance within a school district
- the student's inappropriate use of technology, including on-line activity

An unscheduled removal is a very serious matter and a student may be asked to leave (or not return to) a field placement or course experience without prior notice. If a situation arises that could possibly be grounds for a student being removed from a course experience or field experience, the TEC Chairperson, relevant Department Chairperson(s), and the Field Director (or designees) will work to assess the situation, create a plan of action for changing behaviors that have been questioned, or remove the student from the experience. Where applicable, a student may be temporarily suspended from a field experience or course of study until the necessary coordination of a meeting can be arranged within five University business days.

**Program Removal:** A student may be dismissed from an education program as a result of his/her termination from a field experience or from a course. In rare situations such as this, the student will not be allowed to readmit to education programs at Mansfield University.

**Appeals:** Procedural appeals may be made in writing to the Dean of Education, Professional, and Graduate Studies within five (5) University business days from the date they were notified of the decision.

This dispositions assessment policy pertains to Mansfield University initial teacher education programs and candidates. Advanced programs will assess dispositions using separate procedures that are consistent with the professional standards of their individual subject area disciplines.



References:

- Danielson, C. 2007. *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- NCATE (National Council for Accreditation of Teacher Education). 2006. *Standards, procedures and policies for accreditation of professional education units*. Washington DC: author.
- NCATE (National Council for Accreditation of Teacher Education), 2008. *Professional standards for the accreditation of teacher preparation institutions*. Washington DC: author.
- PDE (Pennsylvania Department of Education). 2001. General standards and specific program guidelines for state approval of professional educator programs. PDE Bureau of Teacher Certification and Preparation.
- PDE (Pennsylvania Department of Education). 1991. *Pennsylvania's code of professional practice and conduct for educators*. PA Code 22 235.1-235.11 Online:  
[http://www.pde.state.pa.us/pspc/lib/pspc/code\\_of\\_conduct.pdf](http://www.pde.state.pa.us/pspc/lib/pspc/code_of_conduct.pdf)
- Ros-Voseles, D., & Moss, L. 2007. The role of dispositions in the education of future teachers. *Young Children* 62 (5): 90-98.

## Teacher Candidate Incident Report

Student Candidate: \_\_\_\_\_

Student's Major: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Disposition(s) of Concern (check all which apply to this incident):

- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> Reflection            | <input type="checkbox"/> Respect for Others | <input type="checkbox"/> Dedication |
| <input type="checkbox"/> Professional Conduct  | <input type="checkbox"/> Compassion         | <input type="checkbox"/> Honesty    |
| <input type="checkbox"/> Respect for Diversity | <input type="checkbox"/> Advocacy           | <input type="checkbox"/> Fairness   |
| <input type="checkbox"/> High Expectations     | <input type="checkbox"/> Curiosity          |                                     |

Basis of Concern:

Name of Person Reporting: \_\_\_\_\_

Date of Report: \_\_\_\_\_ Reporter's Position: \_\_\_\_\_

\*\*\*\*\*

Date Reviewed with Student Candidate: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Signature of Reporter/Chair: \_\_\_\_\_

## Mansfield University Field Evaluation of Teacher Dispositions

Teachers should be role models and model positive behaviors for their students. The eleven dispositions briefly described below have been aligned to the domains and components of the Danielson Framework for Teaching (2007) that forms the core of the knowledge base within Mansfield University's teacher education unit conceptual framework. In an effort to help Mansfield University foster dispositions in students that will lead to actions and patterns of professional conduct as future teachers, please check the box that best reflects each of the eleven dispositions as demonstrated by the student in this field experience. When completed, this form may be returned with the student, fax (570-662-4335), or mail (Retan 205, Mansfield, PA 16933). Thank you.

Name of Student: \_\_\_\_\_ Date of Student Observation: \_\_\_\_\_ Course/Professor Requiring  
 Observation \_\_\_\_\_ Name of Pre-K-12 Teacher Completing Evaluation: \_\_\_\_\_  
 Subject/Grade being observed by the Student: \_\_\_\_\_  
 Name of School District and School: \_\_\_\_\_ City/State of School: \_\_\_\_\_

<b>4- Demonstrated</b>	<b>3-Developing</b>	<b>2*-Unsatisfactory (Documentation Needed Below)</b>	<b>1-No Opportunity to Observe</b>	<b>4</b>	<b>3</b>	<b>2*</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• <b>Reflection</b> – Teachers should recognize that professional reflection combined with experience leads to professional growth. Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement. (Danielson 4A, 4E)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Professional conduct</b> – Teachers should exercise sound judgment and ethical professional behavior, including online activity. Teachers should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals. Teachers should maintain complete confidentiality in all aspects of the learner and the learning environment. (Danielson 2C, 4D, 4F)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Respect for diversity</b> – Teachers should be sensitive to individual differences among students and promote understanding of students' varied cultural traditions and learning strengths and needs. (Danielson 1B)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>High expectations</b> – Teachers should believe that all their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to all their students in positive ways. (Danielson 1C, 2B, 3A)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Respect for others</b> – Teachers should develop and maintain classroom communities marked by student respect for other students and free from bullying and belittling behaviors. Teachers should interact with their students, fellow teachers, administrators, parents, and other community members with courtesy and civility. Respect is also demonstrated by pre-service teachers in the professionally appropriate ways in which they address fellow students, staff, faculty members, and administrators. (Danielson 2A, 2D, 4C, 4D)</li> </ul>							

	4	3	2*	1
<ul style="list-style-type: none"> <li>• <b>Compassion</b> – Teachers should demonstrate professional friendliness, warmth, and genuine caring in their relationships with students. Teachers should attempt to establish student-teacher relationships characterized by respect and rapport. (Danielson 2A)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Advocacy</b> – Teachers should work to promote positive changes in schools and communities that benefit the welfare of their students. Teachers should work to assure that their students are afforded the services they need. (Danielson 4D, 4F)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Curiosity</b> – Teachers should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development. (Danielson 3C, 4D, 4E)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Dedication</b> – Teachers should be committed to the profession of teaching and to the betterment of their schools, communities, and students. Dedication is also demonstrated by pre-service teachers by class attendance, participation, completion of outside readings and assignments, and overall performance in teacher education courses. (Danielson 4D, 4E)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Honesty</b> – Teachers should model personal and academic integrity by their actions. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity. (Danielson 4F)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Fairness</b> – Teachers should promote social justice, treat students equitably, maintain appropriate standards of confidentiality, and exercise fairness in academic assessment. Teachers should promote fairness in students' interactions with others. (Danielson 1F, 2A, 3D, 4B, 4F)</li> </ul>				

Comments: **\*Please document specifics (dates, quotes, etc.) if a student receives a 2, Unsatisfactory.** Feel free to use the back of this form as well.

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## Section 8

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### **Teacher Education Unit and Certification**

Section 8 has been reproduced from the *Education and Special Education Handbook*

The Teacher Education Unit is responsible for all teacher certification programs at Mansfield University regardless of the department that houses the program. The Unit is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE) at both the undergraduate and graduate level. The Unit prepares teachers who have the knowledge, skill, and dispositions to meet the demands of public education in the twenty-first century.

The mission of the education unit at Mansfield University is to prepare educators who will make reflective decisions based on accepted theory, research and practice as they serve our region, the Commonwealth of Pennsylvania, and the nation. In addition to its centrality in the mission, the goal of “reflective decision-making” is the guiding concept in the framework of the Mansfield University Teacher Education Program. As reflective decision-makers, the graduates of our program will be able to provide effective instruction to their students and use their skills in assessment, reflection, and self-evaluation to make positive changes in their own teaching and curriculum. To become reflective decision-makers, students must develop and engage thinking skills and positive dispositions; these two central elements form the core of the conceptual framework. Thus, the core is both affective and cognitive in its nature, the two elements of it are interdependent, and both are essential in a teacher preparation program. This core of dispositions and thinking skills is in place to strengthen four essential functions in teaching: Planning and Preparation, Classroom Environment management, Instruction, and Professionalism. These domains, as characterized by Charlotte Danielson (2007) form the outer layer of the framework, what is visible (observable) and for which teachers are accountable. The materials used to create this framework are developmentally appropriate teaching and learning, diversity, and technology. The use of these materials ensures that students are the focus; their current needs, strengths, and differences are being considered; and their future success is in the picture as the faculty plan how best to prepare them. Teacher candidates at Mansfield University will be asked to attend to each part of the framework during their program, using each course and field experience to develop and sharpen their ability to make reflective decisions in what is surely one of the most important professions in the world.

Although the Teacher Education Unit oversees all teacher certification programs, Mansfield University is not responsible for individual student certification. The responsibility of meeting established state certification guidelines falls to each education student. Students seeking Pennsylvania certification will have to meet state requirements upon the completion of successfully meeting degree demands and state demands. Students will need to meet state certification submission requirements in order to secure certification. Please use the following web link for information to applying for Teacher Certification in Pennsylvania: A Guide for Mansfield University Students to navigate the TIMS Online System – <http://esd.mansfield.edu/media/files/TIMS%20User%20Guide%20v1%20120615.pdf>.

## The Programs:

Under the new regulations, teacher education unit programs will be structured as follows:

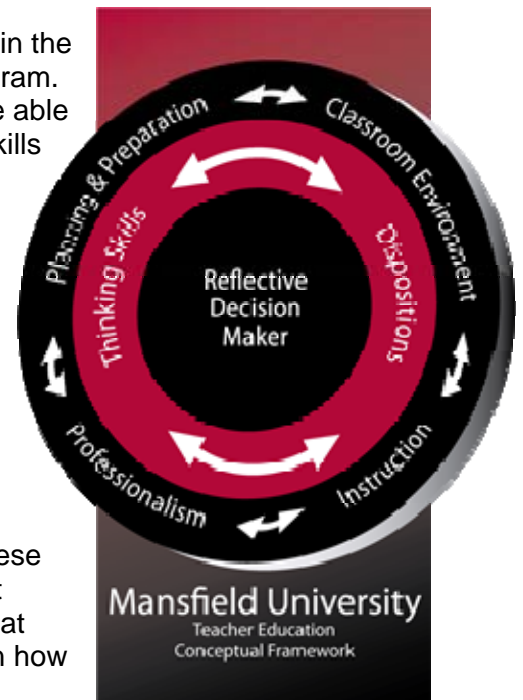
<b>Program</b>	<b>Home Department</b>	<b>Type of Certification</b>
Art Education B.S.Ed	<a href="#">Art</a>	K-12 Art Education
Early Childhood/Elementary Education B.S.Ed	<a href="#">Education and Special Education</a>	Pre-K-4
Earth and Space Science B.S.Ed	<a href="#">Geography and Geology</a>	7-12 Earth and Space Science Education
English B.S.Ed	<a href="#">English and Modern Languages</a>	7-12 English Education
Mathematics B.S.Ed	<a href="#">Mathematics</a>	7-12 Mathematics Education
Music Education BM	<a href="#">Music</a>	K-12 Music Education
Social Studies-History B.S.Ed	<a href="#">History and Political Science</a>	7-12 Social Studies
Special Education	<a href="#">Education and Special Education</a>	Added Certification (Must be added to an initial certification.)

## MU Teacher Education Unit Conceptual Framework

The goal of "reflective decision-making" is the guiding concept in the framework of the Mansfield University Teacher Education Program. As reflective decision-makers, graduates of our program will be able to provide effective instruction to their students and use their skills in assessment, reflection, and self-evaluation to make positive changes in their own teaching and curricula. To become reflective decision-makers, students must develop and engage thinking skills and positive dispositions, the two central elements that form the core of the conceptual framework.

These elements also serve to strengthen four essential functions in teaching, as presented by Charlotte Danielson (2007; 2009): *Planning and Preparation, Classroom Environment, Instruction, and Professionalism*. The materials used to create this framework are developmentally appropriate teaching and learning, diversity, and technology. The use of these materials ensures that students are the focus, that their current needs, strengths, and differences are being considered, and that their future success is the intended outcome as the faculty plan how best to prepare them.

Teacher candidates gain knowledge and skills relevant to each domain as they progress through the program, with each course and field experience designed to cultivate their thinking skills and positive dispositions in the larger context of reflective decision-making. Advanced teacher education programs continue the focus on reflective decision-making to prepare graduates with the knowledge, skills, and dispositions to be effective teachers and dynamic leaders. The graduate programs are guided by state, national, and international standards. Through coursework, reflection, fieldwork, and internships or practicums, advanced teacher education graduates successfully demonstrate the competencies and standards identified by various professional associations.



# Teacher Education Unit Mansfield University

## History

Mansfield University has strong roots in teacher education, and the Education and Special Education Department is one of the university's largest departments. In 1863 Mansfield Classical Seminary became the state's third normal school (schools established for the specific training of teachers), and in 1927 Mansfield was the first institution of higher education in the state to be designated as a state teachers college.

In 1866, Mansfield Normal School celebrated its first commencement, and 14 men and women received diplomas. Since then, thousands of elementary, secondary, and special education teachers have graduated from Mansfield University and gone on to make important contributions to the education of children and adults in Pennsylvania and throughout the United States. The faculty members of the Education and Special Education Department are proud of the Department's history and the Department's outstanding concentrations in Early Childhood/Elementary, Early Childhood/Elementary with added certification in Special Education and Secondary.

Mansfield University teacher education certification programs are approved by The Pennsylvania Department of Education (**PDE**). Mandated changes in certification guidelines came into effect for students entering programs in Fall 2009 and for any other students who will not complete their programs of study and receive certification by August 2013. Elementary Education (K-6) and Special Education (N-12) are the programs most affected by the PDE changes. Beginning with students certified after August 2013, Early Childhood/Elementary Education will include the grades Pre-K-4. Special Education certification will include grades Pre-K-8 and will no longer be a stand-alone certification. Instead, Special Education will only be available as a dual certification with any of the other teacher certification programs. Therefore, it is very important that entering students check for program change updates and work closely with their advisors because these mandated changes will be implemented through a phase-in process.



## **Accreditations and Approvals: How You Can Be Sure the Program is Excellent**

The Teacher Education Unit is accredited by the National Association for the Accreditation of Teacher Education ([NCATE](#)). The Early Childhood/Elementary, Early childhood/Elementary with Special Education certification, and secondary baccalaureate degree programs as well as the art and music programs at Mansfield are accredited by the Middle States Association of Colleges and Secondary Schools ([MSA](#)) and are approved by their professional associations as well ([CEC](#), [NAEYC](#), [NCSS](#), [NCTE](#), [NCTM](#), [NSTA](#) – see department handbooks for associations not listed here). In addition, these programs are approved by the Pennsylvania Department of Education ([PDE](#)). The approval processes are rigorous, requiring careful self-assessments, including a meticulous process of proving adherence to the many sets of standards required; narrative explanations of processes, policies, and programs; and an evaluation visit from an accreditation team in each case.

In spring, 2006, the NCATE review team arrived in Mansfield for their scheduled accreditation visit. NCATE explains their goals in the following description:

NCATE is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. [NCATE](#) believes every student deserves a caring, competent, and highly qualified teacher.

Mansfield University is finalizing preparations for the accrediting team from the Middle States Association, who will be visiting the campus in March 2012. Meanwhile, in anticipation of the 2015 NCATE accreditation visit, the TEU faculty and staff are currently undergoing the self-assessment process.

### **Information Sources:**

For more information about these programs, please visit the individual department websites.

For application information about Mansfield University's undergraduate teacher-education programs, please visit the website for [Admissions](#).

For information about graduate programs in the department of Education and Special Education Department can be found on the [Graduate Programs](#) website, and/or contact the Graduate Admissions Office at 570-662-4806.

For information about [NCATE](#) can be found on their website.

# The Teacher Preparation Program at Mansfield University: Policies and Processes

## **Chapter 354 from the Pennsylvania Department of Education (PDE):**

A directive known as Chapter 354 Preparation of Professional Educators was issued to all teacher preparation programs in Pennsylvania by PDE in October, 2000. Chapter 354 provides outlines standards for students entering an initial certification program at MU and for proceeding through the program. The various points in the program for which specific requirements are set are referred to as “Gates.” Guidelines for admittance and for each subsequent Gate are detailed in this section and deal with clearances, certain course or credit-hour requirements, dispositions, and testing requirements.

## **Admittance and Gates:**

Statewide regulations governing teacher education in Pennsylvania require that admission and retention in teacher education programs be carefully monitored. Mansfield University teacher education programs must meet the admissions standards developed by PDE and NCATE. Both of these organizations require teacher education programs to screen teacher education candidates to assure that only those individuals with the requisite dispositions and abilities for successful teaching are admitted to programs and advanced to certification.

The Pennsylvania regulations, known as Chapter 354, require a two-tier system for teacher education programs. Students may be admitted to the university as majors within early childhood/elementary, secondary, art, or music education, but they must satisfy certain requirements to advance to upper division course work numbered 3000 and above.

Further information can be found on the [PDE](#) website.

# EDUCATION GATE ONE REQUIREMENTS

*Undergraduate BSE & BM.ME. Programs*

*~please consult individual department handbooks for specific content areas not represented here~*

**All Gate One requirements must be met BEFORE students are allowed to take upper level education courses numbered 3000 and above (courses with prefixes ED, ELE, SPE, ARE, and some MU). Students who complete Gate One are designated Teacher Education Certification Candidates (TECC). Gate One is evaluated during the semester in which the student will complete 48 credit hours.**

**Math and English classes:** (complete in first 48 hours or before admission to upper level education courses):

- 6 credits math (taken in freshman year if possible) (MA 0090 does not count)
- 3 credits English composition (taken in freshman year if possible) (ENG 0090 does not count)
- 3 credits English literature (any course with "literature" in the title)

## **Certification tests:**

All teacher education candidates must pass two exams issued by PDE before certification will be granted. Beginning April 2, 2012, new guidelines will be in effect. Please see "**TEACHER EXAMS: Praxis and PAPA**" below.

## **Education Class:**

Pass Introduction to Education (ED1102). Students must be BSE majors to register for any education classes. Transfer students meeting all other Gate One requirements have a one semester grace period to complete ED1102.

## **Clearances:**

Pennsylvania Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), Act 24, a valid TB tine test, liability insurance, and a current PA- FBI check (regardless of state from which student is from). Please see earlier section of the handbook concerning clearance specifics.

## **Complete 48 Hours of Coursework:**

Total hours for transfer students are calculated on a combination of transfer credit and earned MU credit.

## **GPA:**

3.0 GPA on 48 hours of credit. GPA for transfer students is calculated on a combination of transfer credit and earned MU credit.

**Please Note:** Students who do not have a 3.0 GPA or all Gate One requirements met when they reach 48 hours cannot continue with their education program because they will not be eligible for upper level courses.

## **Advancing in the Teacher Certification Program**

Students entering the university select an education program and are admitted as a major in that program. For example a freshman or transfer student might choose to be an English Education major in the English and Modern Languages Department. Once the student has chosen a major, then he or she progresses through the gates in the program. Education majors are evaluated at three stages in their program. Mansfield evaluates student preparation based on national standards and Pennsylvania Act 354 requirements. The student must complete all three gates to be recommended for certification. Students will receive written confirmation that they have met Gates One and Two. Gate One must be completed before taking upper level (courses numbered 3000 and above) education courses. Gate Two must be completed before beginning student teaching. Gate Three must be completed before recommendation for certification. Each department may have additional requirements specific to their specific Education program. See the individual program descriptions in the [catalog](#) or contact your education program advisor for more information.

## **TEACHER EXAMS: Praxis, PAPA, and PECT**

The Pennsylvania Department of Education is currently making changes to its requirements for certifying teachers. One of these changes to note has to do with the state's required tests - what we have known as Praxis I and Praxis II.

### **THE CHANGES:**

*Beginning in April 2012, the [PECT](#) Pre-service Academic Performance Assessment ([PAPA](#)) will be the means of assessing reading, mathematics, and writing skills for undergraduate candidates seeking a state-approved Pennsylvania educator preparation certificate. All undergraduate candidates for initial certification will be required to pass the PAPA as well as the test corresponding to the specific certification area. Post-baccalaureate candidates for initial certification are not required to take the PAPA. Post-baccalaureate candidates must take the specific certification area test(s). If you are already certified and adding another certificate, you only have to take the test(s) corresponding to the new certification area.*

(Quoted from the [Pennsylvania Educator Certification Tests](#) web site)

## HOW WILL THESE CHANGES IMPACT YOU:

These changes will affect students in various programs differently, as follows:

### **Secondary, Art, and Music Majors:**

**If you have already taken Praxis I:** There are no changes for you at this time. Therefore, as you anticipated, you will take the [Praxis II](#) test.

**If you have not yet taken Praxis I:** You will take the new [PAPA](#) test in place of Praxis I and then you will take Praxis II.

### **PreK-4 and Special Education:**

**If you have already taken Praxis 1:** It *will* count. The next test you take will be the new [test](#) required for specific certification areas in place of Praxis II.

**If you have not yet taken Praxis I:** Take Pre-service Academic Performance Assessment ([PAPA](#)) plus the appropriate certification area.

**Pre-Service Academic Performance Assessment ([PAPA](#)) Test Information and test required for specific certification areas and registration:** Candidates may now register for the PAPA via the [PECT](#) web site.

**Praxis I:** The Praxis I ([Pre-Professional Skills Test](#)) is a three-part set of exams in the following areas: PPST Reading, PPST Writing, and PPST Math. These exams assess basic skills in these three areas that are considered part of general professional knowledge required for education majors. The Praxis I tests do not test teacher educational course material. The Pennsylvania Department of Education (PDE) requires that students pass the Praxis I (all three PPST exams) to be eligible to take upper-level education courses. **It is important for students to plan their testing so that they have passed the Praxis I Exam when they are eligible to meet other Gate One requirements.** Therefore, students should speak with their advisors as soon as possible about scheduling and preparing for the Praxis I exam. In addition, students are advised to become knowledgeable about test content and prepare for these tests. See websites below for information about the Praxis exams, registration, required tests, testing dates, score requirements, and fees. When you schedule your Praxis I exams, you may take all three (PPST Reading, PPST Writing, and PPST Math) on the same testing day.

**Praxis II:** The Praxis II exam(s) assess students' teacher preparation covered in their professional education courses and should be taken close to the end of their educational programs. Each program (Elementary Education, Special Education, Secondary Education subjects, etc.) has its own specific exam(s). Information about which Praxis II exam(s) to take can be found on the [Educational Testing Service](#) website.

Information and registration for Praxis I and Praxis II exams can be obtained from the [ETS](#) website or at the Praxis Corner (between the Retan Computer Lab and the student lounge), the Praxis poster (outside 203 Retan).

# Professional Knowledge and Skills for Beginning Teachers

"Despite longstanding criticisms of teacher education, the weight of substantial evidence indicates that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. . . . One of the great flaws of the "bright person myth" of teaching is that it presumes that anyone can teach what he or she knows to anyone else. However, people who have never studied teaching or learning often have a very difficult time understanding how to convey material that they themselves learned effortlessly or almost subconsciously."<sup>1</sup>

## **Pennsylvania's Code of Professional Practice and Conduct for Educators**

Five propositions from The National Board for Professional Teaching Standards ([nbpts](#)) are embedded in the Mansfield University teacher-education knowledge base. These propositions were important in the development of the "Teacher as Reflective Decision Maker" model and are currently being used as underlying principles as the Department continues to revise its knowledge bases. More information can be found at the [nbpts](#) website.

- ❖ Teachers Are Committed To Students and Learning.
- ❖ Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- ❖ Teachers are Responsible for Managing and Monitoring Student Learning.
- ❖ Teachers Think Systematically about Their Practice and Learn from Experience.
- ❖ Teachers are Members of Learning Communities.

*Please note: This entire document is reproduced in the back of this handbook.*

## **Learning Principles: Chapter 354 - Preparation of Professional Educators**

On October 7, 2000, the Commonwealth of Pennsylvania adopted "[Chapter 354-General Standards and Procedures for Institutional Preparation of Professional Educators.](#)" Chapter 354 includes the following learning principles which have become important parts of the framework that the Education and Special Education Department uses as it proceeds with review and revisions of knowledge bases and assessment procedures. These principles (A through J below) are found in § 354.33 Professional competencies: (retrieved May 24, 2007)

(i) *Instructional.*

(A) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

(B) The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

(C) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.

(D) The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance skills.

(E) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

(F) The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.

(G) The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

(H) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

(I) The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

(J) The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

## Section 9

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### **Mansfield University Student Teaching**

#### **Greeting to the Students**

Many practicing teachers say that student teaching was one of the most important steps in learning to be a teacher. At Mansfield University the teacher education faculty developed student teaching as the capstone experience in the teacher preparation program. Pennsylvania Department of Education values the student teaching experience as an important piece of teacher certification.

The academic semester promises to be one of change and challenge. Many factors influence each of our daily professional lives. The challenges as a student teacher are especially significant.

Student teachers must demonstrate:

- Ability to act as a reflective decision maker, taking into account many factors;
- Ability to engage students in learning;
- Ability to recognize and address individual and cultural differences among students;
- Knowledge of content area standards;
- Ability to manage a classroom to assure that learning takes place;
- Knowledge and skill with educational technology;
- Professional ethics and dispositions as outlined by Pennsylvania Code, Mansfield University affiliated school districts, and by Mansfield University.

Student teachers will grow this semester in ways difficult to envision at first. During this semester students will have the opportunity to apply the knowledge, skills, and theories learned during classroom studies at Mansfield and to measure long-term student academic progress in the classroom. It will be challenging, exciting, and fulfilling! The faculty and staff of the Teacher Education Unit wish each student teacher success in this semester of challenge and growth.

#### **The Typical Student Teaching Assignment**

Assignments: The Mansfield University 12 credit student teaching experience is divided into two assignments which are at different grade levels and in different schools. In all instances, Mansfield University strives to place student teachers in diverse settings with cooperating teachers who are recognized as outstanding master teachers. In addition, students are placed in settings where they are ensured new experiences and continued educational growth.

- Students in the elementary education program are assigned to two different grade levels between pre-school and fourth grade, in two different schools.
- Students in K-12 certification programs--art, music and special education--receive two assignments that provide experience with elementary through secondary level students.
- Students in secondary education programs receive assignments in the relevant subject area and are often scheduled in middle or junior high school as well as a senior high school.
- Students working on dual certification are given an assignment in each of the two certification areas.



University policy requires that students be placed within approximately 50 miles of Mansfield University. Students choosing to live out of the Mansfield area should prepare to have a considerable commute. Relocation for the semester may be necessary.

Mansfield University student teaching assignments are based on faculty assessment of the student's educational and professional development, available participating schools, supervision availability, and special considerations in rare situations. Candidates for student teaching may not be assigned within schools or school districts wherein they:

1. have attended or graduated;
2. have children (whether natural parent or guardian) or member of their immediate family attending;
3. have members of the immediate family or "significant other" employed in any capacity;
4. have members of the immediate family serving on the Board of Education;
5. have members of family or their "significant other" attending or working;
6. have financial or pecuniary ties. (Policy Passed By the Teacher Education Council of Chairpersons, April, 1998)

Great care is put into assigning placements that offer the best possible learning experiences in educationally enriching and diverse settings.

### **Conceptual Framework**

The Mansfield University Teacher Education Unit offers certification programs that are grounded in a conceptual framework and knowledge base with the guiding principle of "Teacher as Reflective Decision Maker." The Teacher Education Unit has adopted Charlotte Danielson's Framework for Teaching as the conceptual framework and core knowledge base to support the development of the knowledge, skills, and dispositions necessary for a teacher to become a reflective decision maker.

Two texts are recommended to student teachers related to the core concept and framework. (Note: the Danielson text is a required textbook in ED 1110, Foundations of Education, and Posner's text is optional.)

- Danielson, C. 2007. *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Posner, G. J. 2009. *Field experience: A guide to reflective teaching*. Prentice Hall.

### **Theme--Teacher as Reflective Decision Maker**

The core concept and guiding principle of "Teacher as Reflective Decision Maker" serves as a focus throughout all teacher education programs, beginning in the freshman semester with Foundations of Education. Students are required to reflect often as they continue through the process of becoming a teacher. After students become professional teachers, the goal is for them to continue to use reflection as a tool to help them grow into seasoned, master teachers.

### **A Framework for Teaching--Charlotte Danielson**

Charlotte Danielson's framework, as articulated in *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007), is based on a body of research that seeks to identify principles of effective practice and classroom organization. The framework is grounded in a constructivist approach to learning and teaching. Engaging students in learning and applying understanding is the unifying thread that runs through the entire framework. The teacher's role is to create an environment for productive learning in which teacher and students participate in generating and sharing knowledge. Danielson's framework is a structure that educators can use to research their actions. In the framework, the activity of teaching is clustered into four domains of teaching responsibility divided into 22 components.

## Student Teaching Qualifications

To qualify for Student Teaching, a student must meet the following requirements:

1. Successful adherence to Chapter 354 guidelines/gates.
2. Application to enter student teaching one year in advance of the anticipated student teaching experience. Application meetings are held in September of the academic year preceding student teaching. See The Educational Field Experience Office in Retan 205 for details.
3. Completion of sufficient semester credit hours necessary to be able to graduate within the academic year during which student teaching is planned.
4. Adherence to academic standards as outlined in Mansfield University's "Policies and Procedures" handbook, "Student Guide and Academic Programs" booklet, and individual department handbooks.
5. Meet state requirements as established through Chapter 49.
6. Successful completion of all courses. All Incomplete grades must be completed in order to student teach.
7. Completion of the appropriate teaching method courses from Mansfield University related to the student's area of specialization; as well as the successful completion of all prerequisites as outlined in the student teaching application packet and departmental guidelines.
8. Approval for student teaching by the chair or the appropriate department chair.
9. Submission of a current negative tuberculosis test, proof of an Act 34 Criminal Record Check, Act 151 Child Abuse Clearance, Act 24, proof of a PA FBI background check, and proof of one million dollars of professional liability insurance. Please note the following: **fall student teachers'** clearances must NOT be dated prior to **February 1<sup>st</sup>** of the year that student teaching will take place. In addition, all clearances MUST be turned into The Educational Field Experiences Office in Retan Center no later than **June 30<sup>th</sup>**. **Spring student teachers'** clearances must NOT be dated prior to **June 15<sup>th</sup>** of the year prior to student teaching. In addition, all clearances MUST be turned into The Educational Field Experience Office in Retan Center no later than **September 30<sup>th</sup>**. Failure to comply with these critical dates will delay student teaching.

**Application for Student Teaching:** Student teaching should be carefully planned. A year in advance of student teaching, students will complete a formal application process through The Educational Field Experience Office. Students who do not apply for student teaching at the required time will need to plan to student teach at a later date. In situations beyond the student's control, the student's advisor can advocate that the student receive special consideration. The typical timeline is as follows:

1. Attend the September meeting (a year in advance of student teaching) designed to teach students about the application process and the steps that follow.
2. Complete the Student Teaching Application and turn into The Educational Field Experience Office in Retan 205 in October.
3. Attend the spring meeting discussing tentative student teaching assignments and the next steps to the process.
4. Receive confirmed assignments about 6 weeks before student teaching and complete the additional requirements necessary to begin the experience.

## Orientation Meetings and Other On-Campus Workshops

Orientation meetings for student teachers are held at the beginning of the fall and the spring semesters to review student teaching policies and procedures. All student teachers are required to attend these meetings and may be dismissed from student teaching or receive a grade deduction of 10 points without appropriate prior approval and/or documentation for an emergency. After the initial

orientation meeting, student teachers have the opportunity to meet with other university personnel and their university supervisors. If public schools are open, student teachers report to their cooperating teachers as the student teaching calendar directs. Professional dress is required at all on-campus workshops.

### **Outside Activities/Classes during Student Teaching**

Student teachers are permitted to take a professional seminar course during student teaching. Since professional seminar class is held at Mansfield University, students must leave their school and travel to the university. Students are instructed to allow enough time for travel to the university plus 30 minutes or “travel time plus 30 minutes”. Please discuss this procedure with each cooperating teacher and then complete the appropriate documentation forms in the back of this handbook. Permission to enroll for additional coursework is made in extreme cases and only for 3 credits (or less) that are necessary for graduation or certification. Students must submit the request (<http://mansfield.edu/teacher/media/files/petition.pdf>) the semester before student teaching on a petition form and get approval (well in advance) from the advisor, appropriate department chairperson, and the director of Field Experiences. Questions concerning this policy should be discussed with education advisors. Student teachers are strongly discouraged from holding a job while student teaching. If a student decides to work during student teaching, then he/she should complete the Work Statement in the back of this handbook and turn it into your university supervisor on the opening day of the semester. In extreme situations, if a conflict arises between the responsibilities of student teaching and the job, student teachers may have to choose between the two.

### **Adherence to the Public School Calendar**

The student teaching semester begins and ends according to the university's calendar. During the semester, however, student teachers follow the calendar for the school district(s) to which they are assigned. The calendars of many school districts do not correspond to the Mansfield University calendar. Please take the time to review your assigned school district's on-line calendar and the student teaching on-line calendar.

- At the beginning of each student teaching assignment, students should review the university's calendar and the public school's calendar with the assigned university supervisor and cooperating teacher.
- Students are expected to make arrangements with the cooperating teacher to attend workshops or seminars that are scheduled by the university. Since these on-campus workshops are required, please discuss possible travel dispensation with the supervisor and the cooperating teacher if the placement is a considerable distance from the university.
- Attendance is required at all school district in-service programs offered during student teaching.
- Please check the Field Experience website for the calendar- <http://mansfield.edu/teacher/>

### **Emergency Closing of School**

Students must inform the university supervisor in the event of the emergency closing of the assigned school. During a strike or work stoppage, students should not report to the school to teach or participate in school activities. Students must contact the university supervisor immediately.

### **Substitute Teaching during Student Teaching**

Student teachers may not serve as substitute teachers while they are student teaching. Student teachers normally do not hold the appropriate teaching certificate to substitute teach and are not protected by workman's compensation or school district liability insurance policies. If a student

teacher is asked to substitute teach, he/she should state that it is against Mansfield University policy and notify the university supervisor immediately. Let the supervisor handle the situation from there.

### **Automobile Regulations and Housing**

It is each student's responsibility to arrange dependable transportation to the school. If a student drives or rides in a car for the purpose of student teaching, he/she should know the university's automobile regulations and follow them. If a student plans to use a car on campus at any time during the semester, the car must be registered with the University's Department of Police Services and Safety. Student teachers are often given preferred parking on campus for the student teaching semester. Never transport a student in a vehicle.

Students are responsible for securing housing during student teaching. Please use good judgment in obtaining acceptable housing and understand that university regulations relative to off-campus living are binding. Lists of possible residences may be obtained from local school authorities, newspaper listings, or local realtors.

### **Professional Liability Insurance**

Student teachers must have one million dollars of professional liability insurance to participate in student teaching since they could be liable for negligence even when a certified teacher is present in the classroom. Students may obtain professional liability insurance by becoming (or by paying an additional fee, depending upon which organization you use) a member of a professional organization such as the Student Pennsylvania State Education Association (SPSEA) or the Council for Exceptional Children (CEC) or The National Association for Music Education (MENC). Students must provide evidence of liability insurance through one of these organizations or through their own insurance provider (personal insurance must guarantee professional liability coverage up to a million dollars). Applications for the SPSEA, CEC, MENC are available at <http://mansfield.edu/teacher/>.

### **Health Insurance**

While it is unlikely, occasionally injury or illness occurs during student teaching. It is highly recommended that you carry health insurance while you are student teaching. You are not covered by workman's compensation while you are at the public school, nor are you covered by Mansfield University. You are responsible for any medical expenses, regardless of cause, that may occur during student teaching. For more information on health insurance, please go to <http://www.bollingerinsurance.com/mansfield/>

### **Student Teaching and the Law**

Student teachers are not a professional employee of the school district and do not have the same legal rights, responsibilities, or protections as a teacher employed by the school district.

- Students should follow local school district policies related to classroom discipline and other issues.
- It is the student's responsibility to obtain copies of the school's discipline policy and other policy handbooks from the cooperating teacher or school administration.
- Students should carefully review such handbooks and discuss critical policies with the cooperating teachers during the early days of each student teaching assignment.
- If a student should become involved or threatened with prosecution as a result of any activity to do with student teaching, he/she must contact the university supervisor and the Field Experience Office immediately.
- Student teachers should uphold the Code of Professional Practice and Conduct for Teachers as well as the Teacher Education Disposition Policy (both are printed in the back of this handbook).

Possible removal from student teaching may occur if there are problems concerning these policies.

### **Child Abuse**

The goal of the Child Protective Service Law is to protect children from abuse, ensure their opportunity for healthy growth and development and, whenever possible, to preserve and stabilize family life.

- School personnel, along with student teachers, have a legal obligation to make a "good faith" report of suspected child abuse.
- Each school or district should have procedures for making reports of abuse. Student teachers are responsible for becoming familiar with the procedures for responding to child abuse in the school district and acting accordingly.
- If a student teacher suspects abuse, it must be reported to the cooperating teacher at once and followed up with a written statement regarding the suspected abuse. Keep a copy of the written statement for future records. Student teachers should also discuss the suspected abuse with the university supervisor.

### **Corporal Punishment**

Mansfield University's policy strongly prohibits student teachers from using corporal punishment.

- Students should be familiar with and follow the discipline policies of the student teaching district(s).
- Students should never be involved in administering corporal punishment to a student.
- Positive reinforcement and teaching the desired behavior (APL) should be utilized.

### **Drugs and Controlled Substances**

Student teachers who are found to use or possess controlled substances can be charged with a felony. This also includes supplying to or participating in drug or alcohol-related activities with students or minors. If a student engaged in such activities the following could occur:

The student could

- Establish a criminal record.
- Be suspended immediately from student teaching pending investigation and resolution of charges. Conviction for a drug related felony will result in termination of student teaching and removal from Teacher Education Certification Candidacy.
- Be dismissed from Mansfield University with loss of right to a tuition refund.
- Be ineligible for a teaching certificate in the Commonwealth of Pennsylvania and most likely in other states and territories of the United States.

### **Tobacco Use**

Student teachers may not take any form of tobacco products onto school grounds, nor may a student supply or participate in tobacco use with public school students or minors. Engaging in these activities may result in suspension or termination of student teaching.

### **Cell Phones and Personal Computer Usage**

Time spent in schools during student teaching is not personal time. Student teachers have a professional job to do, and total attention must be given to the learning and teaching environment. As a result, personal activity is prohibited, unless otherwise approved. School computers are for professional use only. Student teachers should not be accessing personal social networks or

personal sites for any reason. Cell phones (texting) are also not allowed. Please leave cell phones at home or in the car.

### **Inappropriate Behavior during Student Teaching**

The university recognizes that it is a privilege for its student teachers to work in area public schools. Student teachers are expected to behave in a professional manner at all times, whether on or off school grounds. The Code of Professional Practice and Conduct for Teachers and Teacher Education Disposition Policy, both published in the back of this handbook, should be used to guide appropriate behavior. Student teachers may not share private life activities with students on or off school grounds. This is to include personal web pages, chat room activity, blogs, Twitter, etc. If the cooperating teacher, principal, supervisor, or other authorities report unprofessional conduct on the part of a student teacher, such reports will receive prompt attention by university officials and appropriate action will be taken. Suspension or termination of student teaching without a tuition refund may result.

### **Copyright Law**

Student teachers must adhere to copyright laws pertaining to the use by teachers of photocopies, videotapes, and computer software programs. Under fair use doctrine, the law allows teachers to make single copies of copyrighted material for teaching or research but is more restrictive in the use of multiple copies. Short works can be copied. Poems or excerpts cannot be longer than 250 words, and copies of longer works cannot exceed 1,000 words or 10 percent of the work (whichever is less). The law limits the use of copies to one course and limits the material copied from the same author, book, or magazine during the semester. Citations for the purpose of attribution should be used when materials have been copied, adapted, or excerpted from a published piece. For more information and a chart outlining copyright requirements for various types of documents, including materials from the web go to: <http://home.earthlink.net/~cnew/research.htm#Teachers%20and%20Fair%20Use>

### **Termination of Student Teaching**

Though rare, occasionally a student teaching assignment will be terminated by either the student or the university.

### **Voluntary Student Withdrawal or Dropping Student Teaching**

The decision to withdraw from student teaching is a major decision with severe consequences. Without student teaching, you cannot complete an education degree or state certification. Such a decision should not be made quickly or lightly.

- Student teaching is a course and as such, it follows the same drop dates as on-campus courses.
- Students should discuss in person the decision to drop student teaching with the university supervisor and the cooperating teacher before actually dropping student teaching. If a student fails to do so and wishes to student teach in a later semester it will create problems.
- If a student drops student teaching in the middle of an assignment, he/she should say good-bye to the children before leaving. Public school students often become attached to student teachers and are confused and hurt when one leaves abruptly.
- A student who has dropped out of student teaching and wishes to complete student teaching in a later semester must reapply for student teaching and receive permission to retake student teaching from the Teacher Education Council (TEC).
- If a student decides to leave the teaching field, he/she should contact an advisor to discuss options for completing other degrees.

## **University Termination of Student Teaching**

If a student is found to be acting in a way that endangers children, is in violation of school and/or university policies, is in violation of the law, or shows disrespect and insubordination towards local public school or university personnel, he/she may be removed / terminated from student teaching at the discretion of the university. The following conditions provide examples of (but are not limited to) what constitutes reasons for an unscheduled removal:

- the student's disregard for the Pennsylvania Code of Professional Practice and Conduct for Educators (PDE, 1991),
- the student's failure to abide by the field experience guidelines established by the Teacher Education Unit
- the student's failure to demonstrate appropriate teaching dispositions as established by Mansfield University Teacher Education Dispositions Policy,
- the student's disregard for the policies, protocols, and procedures established by the host school district,
- the student's inability to build and maintain a positive relationship with the hosting school or participating teacher
- the student's breach of confidentiality
- the student's unsatisfactory academic performance within a school district
- the student's inappropriate use of technology, including on-line activity

An unscheduled removal is a very serious matter and a student may be asked to leave (or not return to) a field placement or course experience without prior notice. If a situation arises that could possibly be grounds for a student being removed from a course experience or field experience, the TEC Chairperson, relevant Department Chairperson(s), and the Field Director (or designees) will work to assess the situation, create a plan of action for changing behaviors that have been questioned, or remove the student from the experience. Where applicable, a student may be temporarily suspended from a field experience or course of study until the necessary coordination of a meeting can be arranged within five University business days.

- Student teachers must complete both assignments to receive a grade in Student Teaching. Therefore, early removal of a student from student teaching leads to either a grade of "F" or an Incomplete. The assigning of an incomplete grade is at the discretion of the university supervisor in consultation with the department chairperson and the director of Field Experiences. A student receiving an Incomplete must write a formal request to the Teacher Education Council (TEC) explaining the situation, discussing the actions he or she has taken to rectify the situation, and planning for future success. In addition, the student must request another placement to finish the student teaching assignment. TEC will decide whether or not a student will be granted a second placement to remove the Incomplete grade or whether the Incomplete will revert to an "F."
- If a student teacher receives an "F" in student teaching and would like to repeat student teaching, he/she must present a request before the Teacher Education Council. The decision to readmit a student to the program and allow the student to student teach is at the discretion of this council.
- If a student decides to leave the teaching field, he/she should contact an advisor to discuss options for completing other degrees, such as the Liberal Studies degree. Also, contact the Career Development Office for further help in redirecting course study.

**Program Removal:** A student may be dismissed from an education program as a result of his/her termination from a field experience or from a course. In rare situations such as this, the student will not be allowed to readmit to education programs at Mansfield University.

**Appeals:** Procedural appeals may be made in writing to the Dean of Education, Professional, and Graduate Studies within five (5) University business days from the date they were notified of the decision.

### **Updating Address Information**

It is absolutely vital that all students, including student teachers, update their addresses with the appropriate offices on campus so they can receive important information (including Commencement information) that university staff has to send to them throughout the semester. All students should follow the included guidelines:

- If the student teacher is residing at home during their assignment, and lived in a dorm or some other type of local, off-campus housing during the previous semester, then he or she should contact Bonnie Phelps at 662-4934 in the Housing Office prior to the start of the semester. All university correspondence will then be sent home during the semester, as the home address will become the default local address for the university. If the student teacher is residing at home and he or she needs to change his or her home address due to a move, he or she should contact the Registrar's Office, either in person, through a phone call, or by going to the Registrar's Office home page to print off a Change of Address form to mail or drop off.
- If the student teacher is residing in a dorm or some other type of local, off-campus housing other than home – even if this housing is an hour away from Mansfield – as long as it is not “home,” the student should contact Housing if their local address is changing during their student teaching semester. All correspondence from the university will then be sent to this local address.
- If the student teacher has only ever resided at home during their university experience, and he or she is going to also live at home to student teach, then the student should contact the Registrar's Office only if his or her home address has changed due to a move.

### **Permanent Employment**

School districts wishing to hire a student teacher who has met all state and university requirements, including Professional Seminar, for certification and graduation may make individual requests from the appropriate department and The Educational Field Experience Office to have a student released from student teaching to secure permanent employment. Each case will be reviewed on an individual basis with the best interest of the student in mind.

### **Pennsylvania Certification (TIMS)**

Student teachers will need to meet state certification submission requirements in order to secure certification after the successful completion of student teaching. Please use the following web link for information concerning applying for Teacher Certification in Pennsylvania: A Guide for Mansfield University Students to navigate the TIMS Online System –

<http://esd.mansfield.edu/media/files/TIMS%20User%20Guide%20v1%20120615.pdf>.



## Section 10

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### **Student Teaching Responsibilities**

#### **Student Teaching Calendar**

A student teaching calendar of in-service activities during the student teaching semester is prepared by The Educational Field Experience Office in conjunction with the Field Experience Committee, an ad hoc committee from Teacher Education Council (TEC).

- Student teachers must follow the Student Teaching calendar in conjunction with the School District calendar. Student teaching calendars are available through The Educational Field Experience web page. Fall and spring breaks, if any, are to be taken according to the public school district calendar, not the Mansfield University calendar.
- On-campus programs are required. Please make arrangements with the cooperating teacher to be absent from the school site to attend these. Please discuss travel provisions with both your supervisor and your cooperating teacher if your placement is a considerable distance from the university and special dispensation is necessary. Also, please organize your life around these dates. Schedule all interviews, doctor appointments, and classroom activities around these mandatory meetings. Professional dress and attitude are expected during these workshops. Failure to abide by these standards may adversely affect your ability to continue student teaching or revert in a grade reduction.
- The student teaching calendar and other information is available on the web at: <http://mansfield.edu/teacher/>

#### **Public School Policies and Procedures**

A student teacher participating in a school district is acting as a professional educator, and regulations governing a regular teacher in the school apply also to the student teacher. It is each student teacher's responsibility to obtain a copy of all school policies and procedures which a teacher is required to follow including, discipline, illness, safety, crisis plans, emergency plans, etc.

#### **Full Participation in the Public School**

The ultimate goal of student teaching is for the student teacher to experience the broadest possible range of teacher activities and responsibilities.

- Student teachers are expected to be in the cooperating teacher's classroom for the full school day unless an exception has been approved by the cooperating teacher and the university supervisor.
- Student teachers should plan the semester's schedule (i.e., travel arrangements, etc.) so that they can participate in the full program of professional activities in the assigned school, including extracurricular and other non-instructional responsibilities that would normally be the responsibility of the cooperating teacher.
- When approved by the principal and the cooperating teacher, student teachers are encouraged to participate in parent-teacher meetings, teacher committee meetings, staff meetings, in-service programs, and school projects.
- Student teachers may not be excused by the cooperating teacher from school or student teaching activities except in case of illness or an emergency. If a student wishes to plan to be absent from student teaching for some reason, he/she must obtain permission from the university supervisor, in addition to the cooperating teacher, in advance of the anticipated date of the absence.

## **Absences**

For any absence, planned or unplanned, student teachers must notify the cooperating teacher and the university supervisor (and in some cases the school office). **Advanced** permission is needed from the university supervisor to miss any student teaching obligations because of campus or outside commitments or activities. Appropriate verification is required.

### **Emergency absences**

- **Illnesses:** Students should handle absence due to illness in the same manner as is required of a teacher in that district. Make sure the cooperating teacher has all lesson plans, photocopies, notes, etc. needed to execute the plans for the day. Make sure BOTH the cooperating teacher and supervisor are called ASAP. Please make sure appropriate doctor verification is available.
- **Road and weather conditions:** Absences related to road and weather conditions are acceptable when approved by local school authorities. In all cases, however, student teachers should exercise caution and use best judgment.
- **Accidents and transportation breakdown:** Student teachers should report late arrivals due to transportation as soon as possible to school authorities in the manner prearranged with the university supervisor and cooperating teacher. (Please note: Problems related to transportation should not occur regularly. It is your responsibility to arrange for dependable transportation to the school.)
- **Death in the immediate family:** Student teachers may be absent because of a death or funeral in the immediate family; students should notify the cooperating teacher and university supervisor as soon as possible when such a situation occurs. Please prepare to have verification available.

### **Absences requiring prior approval**

In the case of planned absence for such events as job fairs, professional conferences, and interviews, students should request approval from the university supervisors and cooperating teacher to be absent from student teaching duties well in advance of the event. Approval of both parties is necessary. In addition, students must ensure that the cooperating teacher has lesson plans and anything else needed to execute lessons throughout the day.

### **Student Teacher Activities and Responsibilities at the School**

Mansfield University student teachers are expected to complete all requirements described in this handbook, plus any additional requirements of their department or university supervisor. Student teachers should discuss any questions they have with their university supervisor and cooperating teachers. This essential need for communication rests with the student teacher.

### **Dress and Grooming**

- Student teachers must be well groomed and wear professional attire. Dress as formally as possible, for dress and demeanor are important factors in eventual recommendations and referrals. Dress for the job you want, and remember that the cooperating teacher already has a job. Consequently, the cooperating teacher may dress less formally than the student teacher should dress. Student teachers should dress in accordance with the norms of the (professional) local community. For both sexes, display of body, face, and tongue piercings or tattoos are not permitted. In addition, unusual colored eye contacts, hats, blue jeans, or other nonprofessional attire is not acceptable. Tight, low-cut, or revealing clothing are unprofessional and should be avoided. Displaying undergarments or midriffs is also prohibited.
- If in doubt about what is appropriate, students should discuss what to wear with the university supervisor and cooperating teacher.
- If the cooperating teacher or university supervisor feels attire is inappropriate, students will be asked to change. Suspension or termination from student teaching may result if the warning

goes unheeded. Teachers are part of a professional career and should represent the strongest possible positive role model for children.

- Many schools participate in a “Dress-Down Day.” Student teachers are encouraged to participate; however, care must be exercised to maintain a level of professionalism even while “dressed down.” Dress in a manner that clearly defines you as the teacher. Never look like the students. So, instead of wearing jeans, a t-shirt, and sneakers on “dress down day,” wear khakis and a polo shirt or nicely pressed, good-quality jeans with a blazer and dress shoes.

### **Gradual Induction and Full-time Teaching**

- Students should begin student teaching assignment by spending time observing the cooperating teacher's classroom to learn students' names, become familiar with classroom routines, and develop an understanding of the cooperating teacher's expectations for the students. Ask for a copy of the faculty and student handbooks in order to study them.
- Students will gradually begin to team teach with the cooperating teacher and then slowly begin to teach different classes until (by the end of the experience) the student is able to manage teaching the cooperating teacher's whole day for a short time. Students will not be expected to begin teaching the first week of student teaching. It will be a gradual induction. In addition, the cooperating teacher will be available to help students through any difficulty he/she may have. ASK for help. The cooperating teacher may have students begin teaching by tutoring or teaching a small group of students in a familiar subject area. Look for ways to help the cooperating teacher. Try to circulate around the room and answer questions or help a student who doesn't understand. Find ways to get involved. Be proactive. Don't wait for the cooperating teacher to initiate, but approach the cooperating teacher and ask how to get started. Cooperating teachers want to see a student teacher's initiative, high energy, and enthusiasm for teaching.
- Students should be prepared for high levels of stress and physical exertion during student teaching. The demands of planning and executing productive learning activities for all of your students can leave you exhausted, confused, and discouraged. This is normal, especially during the first student teaching assignment.
- Student teachers must be able to maintain a classroom in which learning can take place. Students should understand the cooperating teacher's policies in regard to classroom management and discipline and strive to be consistent with those guidelines. Remember, student teachers are a guest in this teacher's classroom. Students may not agree completely with the philosophy of education adopted by the cooperating teacher; however, the student teacher should be respectful and execute his/her responsibilities as directed. Student teachers will have plenty of time to develop their own ideas as a teacher when they have their own classroom. Watch and learn. There is much to learn from a veteran teacher.
- It is customary for student teachers to assume full responsibility for most duties of the cooperating teacher for a few days/weeks in each student teaching experience. The cooperating teacher, in consultation with the university supervisor, will determine the best time to begin full-time teaching and how long the student teacher will have full teaching responsibilities. Students may be asked to relinquish full-responsibility of teaching before the end of the assignment to allow the cooperating teacher to smoothly resume most of the teaching before the student leaves.
- In some cases, the cooperating teacher and the university supervisor may decide that student teacher is not ready to handle full responsibilities. When this occurs, it is usually reflected in the final evaluation grade. In rare situations, the student teaching assignment may be suspended or terminated.

## **School and Community**

Student teachers should learn as much as possible about the operations of the school and the nature of the surrounding community.

- Students' professional responsibilities do not end when they leave school property. As a student teacher, each will be watched by parents and teachers who will judge whether or not they will be a positive influence on their children. It is up to each student to understand this reality and respond to it in a positive fashion.
- Student teachers should take advantage of the opportunities to learn as much as possible about the classroom teacher's entire responsibilities including attending PTA meetings, sitting in on parent conferences (with permission), participating in faculty and team meetings, and taking part in extracurricular activities.
- In the school, student teachers must be familiar with the cooperating teacher's weekly schedule, the school's emergency and fire procedures, the services of the school media/technology center, where teaching supplies are stored, etc.

## **Relationships with the Cooperating Teacher**

It is extremely important for you to establish good working relationships with your cooperating teachers. Student teachers should

- Attempt to set up regular times during the week when you can meet to talk with the cooperating teacher. These meetings should remain professional at all times.
- Take the initiative in assisting the cooperating teacher in managing the classroom and in teaching.
- Try to be consistent with the cooperating teacher's classroom management and discipline.
- Not argue with your cooperating teacher. Rather attempt to come to an understanding or discuss the matter with your university supervisor.
- Not assume that because you learned a different way to accomplish something that it is the only way or the best way. Be flexible and draw on the cooperating teacher's years of experience.
- Remember that you are a guest in the school. You are not there to change or criticize the cooperating teacher or the school system.

## **Gossiping and Complaining**

"Don't ... Schools are small communities of their own with their own measure of gossip and rumor".

- Student teachers should scrupulously avoid becoming involved in such counter-productive activities. The admonition to avoid gossip extends beyond the school building.
- As professionals, student teachers bear a responsibility to refrain from criticizing school personnel with others outside of the school.

## **Disputes and Problems**

Although student teachers undoubtedly do a great deal of teaching in the classroom, they must remember that they are guests of the school system.

- The ultimate responsibility for the students in the classroom rests with the cooperating teacher and the school administration.
- If a student teacher finds herself in a beginning dispute with a parent or an administrator, she should let the cooperating teacher intercede.
- Student teachers should notify the university supervisor immediately if any incident occurs. The cooperating teacher and the university supervisor may choose to involve the student directly in resolving such matters, but it is the cooperating teacher's responsibility to prevent the problem from becoming larger.

## **A Weekly Checklist for Student Teachers**

The Teacher Education Unit recommends student teachers use the following checklist during their student teaching assignments:

### **Before Student Teaching Begins**

- Secure proof of clearances.
- Arrange housing and transportation.
- Prepare a professional wardrobe.
- Contact the first cooperating teacher by telephone or letter.
- Review the *Mansfield University Teacher Education Field Experience Handbook*.
- Visit the Mansfield University Career Development Office.
- Prepare a student teaching notebook or set of folders.
- Start a journal. Begin some of the reflective exercises.

### **Week 1**

- On your first day bring clearances with you to give to the principal.
- Wear MU identification badge to school at all times.
- Get acquainted with the school building and the community.
- Meet the principal, teachers, special teachers, librarian, and staff.
- Draw a floor plan of your classroom; develop a seating chart and learn students' names.
- Observe and discuss with your cooperating teacher about his or her classroom management system.
- Offer assistance (e.g., working with individual students, housekeeping, grading, creating a bulletin board).
- Take systematic notes while observing your cooperating teacher. Ask questions about occurrences that you do not understand.
- Begin to develop very complete plans for your first lessons. Have these lessons critiqued and approved by your cooperating teacher.
- Write in your journal.

### **Week 2**

- Continue Week 1 activities, including observations and other orientation activities.
- Continue your lesson planning.
- Set up a regular meeting time with your cooperating teacher to discuss teaching and classroom management issues.
- Complete the reflective exercise, "Setting Specific Goals".
- Remember that you are expected to participate in the tasks and activities that your cooperating teacher does (e.g., hall duty, after-school activities).
- Write in your journal.

### **Week 3**

- On the bottom of each lesson plan, reflect in writing about each lesson you teach. What would you repeat and what would you change? Why?
- Begin planning a unit of instruction.
- Remember the requirement for a multicultural lesson.
- Remember the requirement for two special education experiences. (Special education student teachers should include two regular education experiences.)
- Continue classroom observations of your cooperating teacher and other teachers.

- Write in your journal.

#### **Weeks 4 and 5**

- Contact your second cooperating teacher.
- Most student teachers should be teaching three periods or classes.
- Ask your cooperating teacher for a mid-experience assessment using your department's "Student Teacher Evaluation Report".
- Ask your cooperating teacher about sending home a permission letter to videotape students. (A videotape and a written analysis of it are a required activity for art, elementary, secondary, and special education student teachers.)
- Check that you have completed all the reflective exercises required by your university supervisor for the first experience.
- Write in your journal.

#### **Weeks 6-8**

- Assume all responsibilities of your cooperative teacher for a period of time. The amount of full-responsibility teaching varies. In some cases, supervisors prefer that the student teacher return most teaching responsibilities to the cooperating teacher with a few days remaining in the experience, allowing time for the student teacher to observe other teachers and providing for a smooth transition as the student teacher prepares to depart.
- Submit all required reflective exercises to your university supervisor for evaluation on the date requested. (Some supervisors prefer that these be submitted as a portfolio.)
- Consider asking the principal to observe you (especially during the second experience).
- Plan with the cooperating teacher for a smooth transition as you depart.
- Ask your cooperating teacher for a letter of recommendation.
- Thank everyone: students, cooperating teacher, faculty, staff, and administrators.

## Section 11

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### Requirements for Student Teachers

#### Lesson Planning

- **Student teachers must have lesson plans for all lessons taught.** Please note that this is a university standard policy. It is true that each supervisor may direct the format of the lesson plan; however, every student teacher **MUST** have a lesson plan for each lesson taught regardless of the supervisor. Please consult with your supervisor to determine the format in which the lesson plan should present.
- Lesson plans should be written and submitted to your cooperating teacher at least one to two days before the lesson or according to a schedule established with your university supervisor and cooperating teacher.
- Student teachers must develop at least one lesson plan during the semester that addresses cultural diversity. The North Hall Library is a rich resource for developing multicultural-focused lesson plans.
- Student teachers should expect to invest many hours of outside preparation in developing lessons. LiveText is an excellent resource. Please consult the many lesson plan templates available.
- Student teachers should incorporate a variety of teaching strategies in your interesting, student-centered lesson plans. See Dr. Craig Cleland's comments at the end of Section 4.

#### Special Education Experience during Student Teaching

- Student teachers are expected to document experiences with special needs students during student teaching. The university supervisor will collect the "Survey of Special Education Experiences" form (located in the back of this handbook, the "forms" section) from student teachers at the end of the semester.

#### Multicultural Experiences during Student Teaching

- Student teachers are expected to document multicultural experiences during student teaching. The university supervisor will collect the "Survey of Multicultural Experiences" form (located in the back of this handbook, the "forms" section) from the student teacher at the end of the semester.

#### Reflective Exercises (Part II of the STER: Student Teacher Evaluation Record)

- Student teachers are required to complete a series of reflective exercises that are intended to provide opportunities to demonstrate professional growth through reflection. Students should discuss formatting and other requirements for these reflective exercises with the university supervisor. (See Part II of the Student Teaching Evaluation Report – available on-line or through the University supervisor) In these Reflective Exercises, student teachers are required to
  1. Set **Student Teaching Goals**, keep a **Student Teaching Journal**, complete **Classroom Observations**,
  2. **Videotape** themselves and write an **analysis** of the taped lesson,
  3. Write a **Summary Report** that addresses the student's **goals** and provides a **Professional Development Plan** for the future,
  4. Provide written evidence of their ability to positively influence their students' learning by teaching a unit of instruction, **P-12 Student Learning Project**. (See following pages for clarification/guidelines)

## P-12 Student Learning Project Guidelines

### Teacher Education Student Learning Outcome

- To deliver effective and appropriate instruction that leads to student learning as evidenced by Domain Three artifacts in professional portfolios and Domain Three evaluations in the Student Teaching Evaluation Report (STER), the P-12 Student Learning reflective exercise (STER), and Category Three of the PDE 430 assessment

### Introduction:

It's not enough to say, "I taught it, so my students must have learned it." The purpose of this reflective exercise is to convincingly demonstrate that your teaching resulted in student learning. You will demonstrate P-12 student learning in the form of a written paper with multiple parts. The P-12 Student Learning reflective exercise can be completed in either the first student teaching assignment or the second assignment, but many student teachers choose to include it in their first assignments, so that they can have an opportunity of re-doing it if they are not satisfied with their first attempts. In consultation with your cooperating teacher and college supervisor, you will select a unit to plan, pre-assess, teach, and post-assess. Or, you will design a behavior intervention and baseline the pertinent behaviors, design and implement a behavioral assessment, and measure and assess the results of the behavioral intervention. You will document the experience in a P-12 Student Learning written paper.

This written paper will be included in your portfolio as an artifact, so please write it carefully with attention to detail (content, organization, editing/proofreading). Because it will be included in your portfolio and may be read by others, please also be careful to protect student confidentiality. One means of maintaining student confidentiality is to use a letter or number system (for example, Student A or Student 1). In writing the paper, attempt to strike an optimistic, student-oriented tone that affirms the belief that student achievement is a teacher's responsibility.

The written paper will include the following five components. 1) You will briefly introduce the focus of your P-12 Student Learning project and the importance of the unit you will teach or the behavioral intervention you will design. You will also write measurable instructional or behavioral objectives to guide your teaching and assessment. 2) You will include some pre-test measure of the students' level of knowledge or performance prior to your unit of instruction or behavioral intervention. 3) Then, you will describe what was taught and the steps you took to try to make sure that all of your learners achieved (with descriptions of how you adapted the instruction to meet the needs of diverse learners including learners with special needs). 4) Next, you will include a post-test measure of student performance that demonstrates what they learned from your teaching or behavioral intervention. 5) Finally, you will graphically demonstrate both group and individual achievement and analyze the results in thoughtful, reflective detail.

Include the following five subheadings to lend organization to your P-12 Student Learning written paper.

### Written Paper Section Guidelines:

- 1) Introduction. Describe the unit you will teach or the behavioral intervention you will design. Explain why the focus of your P-12 Student Learning project represents something important for students to learn or be able to do. Present instructional or behavioral objectives for your teaching unit or behavioral intervention. State your objectives in measurable terms. How will you objectively and conclusively know that your objectives were achieved?

Units can be designed for whole class or small group teaching. Most units feature a succession of linked lessons delivered over a time period ranging from several days to several weeks, depending on the grade level and curriculum. An example of this type of unit would be a three week science unit based on Electricity. However, units may also focus on



content or skills taught repetitively over time. For example, in a kindergarten classroom, a student teacher might base a P-12 Student Learning project on the students' mastery of counting to 30 and the names of the days of the week and months of the year being taught through the calendar portion of the daily morning meeting.

Behavioral interventions may be designed for use with the whole class, small groups, or individuals. Student teachers completing dual certification in special education may especially want to consider designing, implementing, and assessing behavioral interventions as the focus of their P-12 Student Learning projects.

- 2) Pre-Assessment. Prior to teaching the unit or implementing the behavioral intervention, the student teacher must pre-assess the students' levels of knowledge, skills, or behaviors. The pre-assessment has two purposes. It will give you important information to help you in planning your unit or intervention. And, it will give you baseline data against which to measure student learning after the unit has been taught or the behavioral intervention has been completed.

Although it is not the only way to assess students, many student teachers find that a form of pre-test and post-test design works well to measure student achievement. When teaching units, most student teachers choose to assess learning by designing tests, structured interviews, or performance tasks (such as recording individual student performance to flashcard presentations). But, the pre-tests and post-tests do not necessarily have to involve tests. They might also include other alternative forms of demonstrated student learning. It will be up to you to decide what you will assess and how you can best design the assessments. In the case of behavioral interventions, it will be important to record baseline data of the frequency and severity of the problem behaviors of interest. Usually, instead of using a pre-test and post-test design, student teachers will want to record ongoing assessments of the behaviors throughout the intervention period to determine whether the intervention is producing the intended effect of reducing or eliminating the problem behaviors.

Please include actual copies of your pre-assessments and post-assessments. Please also include any checklists or rubrics used in evaluating student performance. (You may find that they can be briefly described in the text of your written paper and then included in their entirety in an appendix.)

- 3) Unit or Intervention Description. Describe the content and methodology of your unit or behavioral intervention. The description of the unit or intervention may take whatever form you would like. Some student teachers include actual lesson plans that guided the teaching of the unit. Others carefully describe their teaching using a paragraph style.

Your unit or intervention should be clearly centered on promoting student learning. Units should be designed using the assumption that all students can learn when appropriately taught. So, it will be important for you to describe the ways in which you adapted instruction to meet the learning abilities and needs of your students including, but not limited to, your students with special needs and English Language Learners.

Please describe your unit in sufficient detail so that a reader can clearly understand the duration of the unit, what you taught, and the various methodologies, materials, technologies, and grouping strategies you employed. In the case of a behavioral intervention, please describe the length and nature of the intervention, the ways in which it might have evolved over time, and the system of rewards you designed.

- 4) Post-Assessment. As was the case with the pre-assessment, describe your post-assessment of student learning and include an actual copy of any tests, structured interviews, etc. that you used to assess the outcomes of your teaching. When a pre-test and

post-test design is employed, it is acceptable to use a single test given both before and after unit teaching to measure student learning.

- 5) Results and Analysis. The results and analysis section is the most important section of the entire P-12 Student Learning written paper, so carefully consider the ways in which you can best demonstrate the student learning that resulted from your teaching. You will need to present your students' pre- and post-teaching performances in ways that will permit comparisons and which demonstrate their learning growth.

Many student teachers use frequency charts, pie charts, and/or bar graphs to report score gains of the group and the score gains of each individual student. It will be up to you to decide how you can do this most clearly and convincingly. Then, in paragraph form you should analyze the data and discuss the results. How well did your students learn and how do you know? If you designed and implemented a behavioral intervention, how did your student(s)' behaviors improve over the course of your intervention?

It will also be important to discuss any instances where the group or selected students either failed to learn or did not meet your expectations. Why might that have happened or what factors might have contributed to the lower than expected results? What could you have done differently to have gotten a better result? If selected students under-performed, describe what you might have done to re-teach the material or assist students in coming up to mastery levels. Even if you did not have time or an opportunity to actually implement the re-teaching, present a plan that details what you might have done. We never want to say, "Oh well, most of my students learned it, so that's good enough."

Include a closing paragraph in which you briefly summarize your P-12 Student Learning project and highlight the ways in which your results clearly demonstrate that you positively affected student learning.

~ Student Teachers may find it helpful to consult the on-line STER (Student Teaching Evaluation Records) for additional Part II Reflective Exercise details ~

- *Please check with your individual University supervisor to ensure that deadlines and requirements for the P-12 Learning Project are clear. Every supervisor has his/her own way of handling this Part II Reflective Exercises.*

### A Danielson-Based Classroom Observation Record

Adapted from Danielson (1996), p. 44

Classroom Observation Record Name _____ School _____ Grade Level _____ Subject _____ School Year _____ Observer Name _____ Position _____	
Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Establishing a Culture for Learning	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Classroom Procedures	Component 3c: Engaging Students in Learning
Component 2d: Managing Student Behavior	Component 3d: Providing Feedback to Students
Component 2e: Organizing Physical Space	Component 3e: Demonstrating Flexibility and Responsiveness

## Teaching Strategies

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Successful teachers employ a wide variety of effective teaching strategies to match the needs of their students and the subject matter being taught. This section will review the nature, goals, and common features of effective strategies. It will also review several major teaching strategies that may be adapted to many different classroom teaching situations. Teaching tools and resources will be briefly discussed.

### Nature of Strategies

In any enterprise, a strategy is a plan for successfully getting something done. Teachers must select strategies that effectively promote learning. It can be difficult to select effective strategies because there are an astonishing variety of teachers, learners, and classroom situations. Teachers vary widely in dispositions, expectations, philosophies, subject matter specialties, and classroom situations. Therefore, strategies that fit one teacher's style and setting may not be entirely right for another teacher. Similarly, learners vary widely in their levels of need and abilities. Differences also exist in schools. An elementary classroom is likely to be different in many regards from a secondary classroom and science teaching may differ in important aspects from English teaching. Teachers, therefore, must be reflective decision-makers who are knowledgeable and skilled in selecting appropriate teaching strategies for their students.

### Goals of Strategies

What are the goals of strategies? Simply stated, a strategy is judged to be effective if it promotes independent student learning in its many forms. There are two major forms of strategies: teaching strategies and learning strategies. Teaching strategies are those strategies used by teachers to help students learn. Learning strategies are those selected by students and used independently. Although the purpose of this section is to discuss teaching strategies, learning strategies will also be briefly examined.

Many different teaching strategies may be selected to promote different forms of learning, but all strategies help students construct meaning by relating new learning to something in their prior knowledge. Teachers assist active knowledge construction by assessing what students know, and then helping students organize the new information and relate it to their daily lives. Effective strategies encourage the development of critical thinking, problem solving, and memory retrieval abilities.

Learning strategies place an emphasis on metacognition - conscious awareness of one's thought processes and ability to act accordingly. Students need learning strategies that enable them to monitor and control their learning.

### Common Features of Effective Strategies

Although teaching strategies vary widely, many effective strategies share one or more of the following four characteristics:

1. **Modeling.** Students learn what is modeled more readily than what is told to them. Effective strategies incorporate teacher modeling and demonstrations of learning techniques.
2. **Active Involvement.** Active student involvement helps promote learning. Too often in the past, teachers resorted to a teaching style that placed a premium on lecturing. When students are more actively involved in hands-on learning and discussion, they tend to learn more quickly and retain information longer.

3. **Schema Formation.** When students are shown ways to organize what they are learning, the information is more readily stored in memory and is more readily available for retrieval. Schema formation is enhanced through attention to prior knowledge and through the use of graphic organizers, such as concept maps.
4. **Student Self-Knowledge.** Students need to know how, why, and when to use what they are learning. Teachers should assist students in understanding what they are learning and in seeing relevancy to their lives. When students are able to apply knowledge, they gain personal ownership of their learning.

### **Major Teaching Strategies**

Effective teaching is both an art and a science. Teaching is a creative endeavor because it requires teachers to inspire, motivate, and challenge others. Teachers must also adapt their instruction to meet the individual needs of their students. Teachers in the course of daily teaching make hundreds of decisions related to content, learner characteristics, and teaching behaviors. They constantly ask themselves how well their students are learning and how they can better promote understanding. Teaching is also a science. Teachers must be knowledgeable about their subject area, but also find ways to communicate that knowledge in ways that students understand. This requires that teachers be skilled at assessment and be able to apply principles of teaching and learning.

Teachers must select teaching strategies that help them to achieve their own teaching objectives. In most cases, this will require teachers to use a varied repertoire of teaching strategies. Some major strategies follow:

1. *Cooperative learning.* Students often learn well when they are grouped with others. Cooperative learning can be undertaken in pairs or small groups, but it is important that all group members have an active role in the endeavor. Many teachers find, when groups have clearly defined tasks to complete, there is greater focus to the learning.
2. *Direct instruction / Guided and independent practice.* In some instances, it is useful for a teacher to teach information directly to students. Teachers need to possess strong verbal and nonverbal communication abilities and convey an enthusiasm about the subject matter. When direct instruction is used, it is important to consider the prior knowledge of the students, provide demonstrations, and plan for both guided and independent practice of the new learning.
3. *Discovery learning.* Discovery learning is based on the motivational potential that is inherent in student curiosity. When teachers succeed in having students say, "I wonder if . . . ," learning often follows. In different areas of the curriculum, discovery learning is achieved in different ways. In science teaching, for example, a teacher may stage a discrepant event and then invite students to speculate about the force at work. In other areas of the curriculum, it may involve student initiated research.
4. *Discussion.* Experienced teachers know that it is rarely easy to maintain a high quality, focused, student discussion; it takes conscious effort on the teacher's part. One of the important aspects of learning a discussion is considering the likely degree of prior knowledge about the subject that the students bring to the group. Some discussions are led through skillful teacher questioning and others may be promoted through non-questioning techniques. Master teachers tend also to be master questioners, adept at asking a wide variety of questions that go beyond literal levels of understanding, and encourage students to relate the discussion ideas to their daily lives. Wait time is also involved. When teachers ask a provocative question, they need to allow students sufficient time to consider the question and frame a thoughtful response. Other types of discussions are effectively maintained through

non-questioning techniques, such as semantic webbing or group tasks that require active discussion for their successful completion.

5. *Interdisciplinary learning.* In the real world, learning often depends on drawing information from varied sources to solve problems. In school, however, students often view their learning as departmentalized and fail to connect what they are learning in one subject to what they are learning in another. To combat this fragmenting of the curriculum, teachers should attempt to integrate subject learning in one area with learning in other areas. Reading and writing connections can often be used to advantage, as well. For example, a student in science or math might be encouraged to keep a learning log that encourages active reflection on how well the subject is being learned and its applicability to the student's daily life.

### **Teaching Tools and Resources**

Merely using effective teaching strategies will not assure students will learn the material desired by the teacher. Students must also see a purpose in what they are learning and teachers must be skilled at using technological, text-based, and human tools and resources.

Technological innovations are transforming the ways many teachers teach. Many of the same principles apply to teaching strategies also apply to effective uses of technology. Technology can aid teachers in making more effective demonstrations. It can also aid teachers in activating or building students' prior knowledge. As on-line information systems and multimedia technologies continue to evolve, more and more students will make use of technology for its research capabilities. Computer technology can also be used to integrate learning or provide guided and independent practice. And, word processors can help to promote composing and editing skills. Like any other teaching tool, however, the effectiveness of the technology depends on the skill, knowledge, and decision-making abilities of the teacher. PowerPoint and other presentation software programs can aid presentations. Many classrooms today are equipped with interactive white boards.

Much learning in school is text based. Teachers need to be skilled at using textbooks in effective ways, but also in adapting instruction to meet the needs of students who may have reading difficulties. Study strategies, alternate text, trade books, audiovisual materials, and/or grouping strategies may need to be employed. Just as with technology, teachers should consider textbooks to be tools. Once again, it is the decision-making ability of the teacher that will determine the success of text-based learning.

A sometimes inadequately tapped teaching resource that exists in every school and community is human potential. Team teaching involves teachers collaborating with colleagues to accomplish common goals. Effective team teaching requires planning time. The community can also be an effective resource. In every community there are individuals who welcome invitations to visit the school and provide demonstrations on a wide variety of topics. Students can be taken on field trips that help provide a link between "school learning" and "real life." Parents can also be involved in promoting the mission of the school through volunteer service and support offered from the home.

## Section 12

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### Guidelines for Cooperating Teachers

#### **The Cooperating Teacher**

Students in teacher education programs study theories of learning and develop professional skills, but their education would be incomplete if those theories and skills could not be applied. Student teaching fulfills this need and offers real-life, practical experience. Whether a student teacher succeeds in student teaching depends, of course, greatly on his or her own knowledge, skills, dispositions, and initiative; but the key person in helping a student teacher succeed is the cooperating teacher. The university and the teacher-education faculty members greatly appreciate the opportunities provided to its student teachers by cooperating teachers and the public schools, and we look forward to long and mutually enriching relationships.

#### **Cooperating Teacher Qualifications**

Cooperating teachers who work with Mansfield University meet the following four criteria:

- A minimum of a baccalaureate degree and hold appropriate credentials for their position
- A minimum of three years of teaching experience
- Nomination by a school administrator
- A minimum of one year in the school district teaching the subject(s) in which the student teacher will be placed
- A positive, professional attitude

#### **Cooperating Teacher Assignments**

Each semester The Educational Field Experience Office works to place student teachers with cooperating teachers. Typically, placements are made a year in advance through the building principal and approved by the district superintendent. Although there is some fluctuation in timing, tentative requests for cooperating teachers typically go out to principals in February of the academic year preceding student teaching.

At this point, the university sends a fax to building principals with its needs for the following academic year. Principals handle the process differently from here, but the understanding is that principals speak to teachers of the desired grades requested, find an interested teacher who meets the university requirements, and then faxes the teacher's name. Once all of this information is returned, the university sends a spring tentative mailing to the identified cooperating teachers in an effort to make sure that the teacher is indeed interested in serving as a cooperating teacher during the quarter identified. Changes can be made at this point if a teacher decides not to accept the student teacher.

The university will send another correspondence to everyone involved (superintendent, principal, and cooperating teacher) 6 – 8 weeks before the actual assignment to confirm that the placement is still desired. Since no one truly knows what life holds, the university understands that changes may have to be made at this point due to life circumstances that could not have been anticipated by the cooperating teacher.

The Educational Field Experience Office values Mansfield University's cooperating teachers. Training the next generation of teachers would be impossible without the assistance of the quality teachers in the field. Cooperating teachers interested in working with student teachers should let

their building principal know about their interest. Please feel free to contact the university with questions or concerns at any time.

### **Gradual Induction and Full Participation in the Public School**

The ultimate goal of student teaching is for the student teacher to experience the broadest possible range of teacher activities and responsibilities. The student teaching guidelines in this handbook outline responsibilities and requirements of student teachers. The student teacher is expected to be in the cooperating teacher's classroom for the full school day unless an exception has been approved by the university supervisor.

- If possible, the student teacher should participate in the full program of professional activities in the school, including extracurricular and other non-instructional responsibilities that would normally be the responsibility of the cooperating teacher.
- When approved by the principal and the cooperating teacher, student teachers are encouraged to participate in parent-teacher meetings, teacher committee meetings, staff meetings, in-service programs, and school projects.
- The cooperating teacher may not excuse the student teacher from school or student teaching activities except in case of illness or an emergency. State law requires a certain number of days in student teaching and absences must be taken into account in the total number of days in student teaching.
- The cooperating teacher should begin by having the student teacher observe his/her teaching and management of the class for at least a week. Time should be designated to discuss with the student teacher what was observed. At this time, please share with your student teacher your classroom routines and help the student teacher develop an understanding of your expectations for the students and the student teacher. Please try to remember this is all new to the student teacher.
- The cooperating teacher should make sure the student teacher understands his/her policies in regard to classroom management and discipline and strive to be consistent with those guidelines.
- The cooperating teacher may have the student teacher begin actual teaching by tutoring or teaching a small group of students in a subject area that the student teacher knows well. Once the student teacher is able to teach well a small piece of a class, the next step would be for the student teacher to teach the entire class. After successfully managing this class for a week or so, the student teacher should be given another class to teach. Gradually, the student teacher should assume the cooperating teacher's entire load. This should be for a short time, however. Student teachers should not have the cooperating teacher's full responsibilities for more than a couple of weeks. Good teaching is a gradual process. The cooperating teacher, in consultation with the university supervisor, will determine the best time to begin full-time teaching and how long the student teacher will have full teaching responsibilities.
- The cooperating teacher should plan to stay in the classroom when the student teacher is teaching. Student teachers need feedback from the cooperating teacher, so it is important for the cooperating teacher to watch them teach. The cooperating teacher should make a daily time to visit with the student teacher. During this time, the cooperating teacher should highlight specifics from the student teacher's lessons. Praise the positives. Point out the weaknesses and offer suggestions for improvement. Help the student teacher acquire "tricks of the trade" and grow into an excellent educator. Some cooperating teachers like to handle giving feedback to the student teacher through a journal. This is often effective as well.
- Cooperating teachers should review the Student Teaching Evaluation Report with the student teacher every couple of weeks with the goal of continuous evaluation, constructive suggestions, an professional improvement.



- The cooperating teacher should keep the supervisor aware of the weaknesses on which he/she is working with the student teacher. Please keep detailed records on the student teachers attendance and performance. Notify the supervisor immediately if the student teacher is not fulfilling his/her professional obligations.
- The cooperating teacher should contact the Educational Field Experience Office in the event that additional support is needed.
- The cooperating teacher should write a letter of recommendation or a letter of reference for the student teacher. (Note: The "Standard Application for Teaching Positions in Pennsylvania Public Schools" requires that the applicant attach photocopies of reference or evaluations from the university supervisor and the cooperating teachers.)

### **Suggestions for Success**

Mansfield University holds in-service workshops for cooperating teachers in both the fall and spring semesters. At past workshops, cooperating teachers have offered the following suggestions for cooperating teachers when working with student teachers. If problems or concerns arise, feel free to contact the university supervisor or The Educational Field Experience Office.

#### **Before the student teacher arrives . . .**

- Prepare the students for the arrival of the student teacher.
- Review the student teacher biographical data sheet that is provided by Mansfield University
- Study the Mansfield University Student Teacher Handbook on-line at <http://mansfield.edu/teacher/>.
- Consult with a colleague who has worked successfully with student teachers, especially if this is your first student teacher from Mansfield University.
- Obtain handbooks, policies, and other materials that will help to orient the student teacher (e.g., school handbook for teachers, discipline policy, school schedule). The student teacher is responsible for asking you for these materials.
- Make arrangements for a desk or work area for the student teacher.
- Collect copies of textbooks and curriculum guides for the student teacher.
- After studying the student teacher requirements and the *Student Teacher Evaluation Report*, plan a tentative sequence of experiences for the student teacher.
- Meet with the student teacher before the first day of student teaching.

#### **After the student teacher arrives . . .**

- Make the student feel welcome and help him or her to feel like a teacher.
- Introduce the student teacher as a co-teacher to the students.
- Introduce the student teacher to school personnel.
- Tour the building with the student teacher pointing out route for fire drills, faculty room, library, etc.
- Orient the student teacher immediately to emergency procedures, critical school policies and procedures, and resources such as the faculty handbook, student handbook, and school's discipline code.
- Establish a pattern of open communication from the beginning; set a time to talk each day, plus a time for a "sit-down" formal conference each week.
- Help the student teacher learn students' names and necessary background information on pupils.
- Let the student teacher examine course guides and textbooks to understand the sequence of lessons.

- Reach an agreement on the initial responsibilities and authority of the student teacher; plan for the student teacher's gradual assumption of teaching responsibility.
- Familiarize the student teacher with your discipline policies and discuss how you might handle certain situations.
- Acquaint the student teacher with available instructional materials.
- Orient the student teacher to the community.
- Encourage the student teacher to set goals for his or her student teaching.

### **During the student teaching experience . . .**

- Assist the student teacher in realistic planning and review lesson plans far enough in advance to permit changes when necessary.
- Encourage the development of good classroom management and control.
- Promote self-evaluation of lessons by the student teacher help the student in reflecting about his or her teaching.
- Observe the student teacher in the classroom, and discuss your observation data with the student teacher.
- Hold frequent conferences with the student teacher; discuss ways you solve problems; evaluate teaching skill and growth; provide opportunities for improvement.
- Encourage a professional attitude toward teaching; discuss your feelings for the profession.
- Point out appropriate professional literature.
- Help the student teacher write a letter to parents asking permission to videotape.
- Give the student teacher an opportunity to serve on committees and participate in school affairs.
- Help the student teacher develop an understanding of his or her professional strengths and weaknesses.
- Work with the university supervisor in providing meaningful supervision.

### **End of student teaching . . .**

- Work with the student teacher and the university supervisor to determine if the student is competent to enter the profession as a novice teacher.
- Aid the student to reflect on his or her student teaching experience and to set professional goals.
- Share your ideas with the university supervisor or with the Mansfield University Office of Field Experiences for improving Mansfield University's student teaching program.
- Write a letter of recommendation or a letter of reference for the student teacher. (Note: The "Standard Application for Teaching Positions in Pennsylvania Public Schools" requires that the applicant attach photocopies of reference or evaluations from the university supervisor and the cooperating teachers.)

### **Student Teacher Confidentiality**

In rare situations, student teachers have personal issues that inhibit their ability to continue student teaching. Any number of possibilities could cause an immediate termination of a student's placement without advanced warning (health concerns, clearance problems, family issues, Praxis failure, etc.) Mansfield University works to minimize these situations; however, there are times when Mansfield must remove a student from student teaching for "personal reasons." Due to federal law (Privacy Act), MU is legally not permitted to reveal the reason for the removal. Mansfield University realizes the extreme inconvenience of a situation such as this and will work to avoid such situations. However, in the event that circumstances are such that a student teacher must be removed, MU asks for your understanding. Mansfield University is legally bound to maintaining a student's right to privacy.

## Section 13

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### Guidelines for University Supervisors

#### **The University Supervisor**

University supervisors perform many functions. They define the expectations and goals for student teaching; orient the student teachers and cooperating teachers to Mansfield University's student teaching process, act as liaison between the university and the public school, resolve problems, observe student teachers and provide constructive feedback and assessment; and support student teachers through the student teaching experience. Supervisors assist student teachers in their transition from students to teachers. University supervisors are additionally the persons responsible for assigning the student teacher's grade for the experience, aided in this process by important input from the two cooperating teachers. Although not an inclusive list, Mansfield University supervisors provide support and guidance to student teachers and cooperating teachers in the following ways.

#### **Working with Student Teachers**

- Observe the student teacher's teaching and other activities in the classroom and school; conference with the student teacher and the cooperating teacher following observations.
- Articulate expectations concerning the records and reports the student teacher to complete and establish a reporting schedule.
- Read and comment on the student teacher's journal and other writing exercises; approve the student teacher's letter to parents asking for permission to videotape students.
- Evaluate the student teacher's performance and assign grades.
- Meet **on campus** with student teachers to discuss final grades (department's request).
- Write letters of recommendation or reference.

#### **Working with Cooperating Teachers**

- Explain the structure and purpose of the Mansfield University student teaching program.
- Provide specialized help, upon request, to assist with any of the activities in which the student teacher is participating.
- Assist the student teacher and cooperating teacher in establishing a good working relationship and act as a liaison between the cooperating teacher and the university.
- Identify possible alternatives for problem situations.
- Assist the university in the study and the improvement of the student teaching program in connection with Pennsylvania Department of Education and The National Council for the Accreditation of Teacher Education.
- Explain the role of the student teacher's Professional Seminar course.
- Identify new teaching centers and cooperating teachers.

#### **Networking with Building Principals**

- Make the supervision task in a given building know to the principal.
- Build a relationship with the principal and staff.
- Report any concerns or suggestions to The Educational Field Experience Office.

## **Completing Supervision Paperwork**

- Submit monthly travel voucher requests for payment
- Submit the following paperwork at the end of the semester: Field Visitation Log, Observation Forms from each visit, Survey of Special Education Experiences, and the Survey of Multicultural Experiences
- Submit Student Teacher Evaluation Reports (both cooperating teachers' evaluations as well as the supervisor's final evaluation). Pay particular attention to filling out Parts II and III. Numerical scores must be entered into this document for program improvement. It is not enough to provide a final collective score for each section. Document the breakdown of points on the rubrics provided.
- Submit a formative and summative PDE 430 form. Please complete the PDE 430 providing appropriate documentation to support each grade given. Cooperating teachers may NOT complete the PDE 430. This is the responsibility of the supervisor. The supervisor may, however, conference with the cooperating teacher concerning the PDE 430.

## **Clinical Supervision**

Mansfield University recommends a three-step model of observing teachers known as Clinical Supervision. Conferences are held before and after the observation. "Clinical" refers to the face-to-face conversations between the student teacher observed and the observer during the pre- and post-conferences. For most student teachers, it is a little unnerving to be observed. The clinical supervision process reduces the student teacher's anxiety because the student teacher helps plan the observation during a pre-conference and helps analyze the information collected by the observer in the post-conference. Thus, the student teacher feels more in control of the process. The primary purpose of clinical supervision is the professional development of the student teacher with the expectation that improved teaching and student learning will follow. Please note that in the discussion which follows, the term "observer" refers to either the cooperating teacher or the university supervisor.

### **Step 1-Planning Conference**

The first phase of clinical supervision is a pre-conference. This conference need take only five or ten minutes, but it is important that it is not omitted.

- Before the observation, the observer needs to understand the student teacher's lesson plan and consider what information would be helpful to collect. The observer must listen actively, ask probing questions until he or she understands clearly, and then decide how to collect data related to the student teacher's concerns.
- The observer must determine what concerns the student teacher has about the lesson (e.g., student participation, clarity of lecture, or teacher questions or feedback to students). The observer then helps the student teacher translate one or two of these concern into performance that can be observed and recorded-for example, what will students be doing when they are participating, or what behavior of the student teacher or students will show the lecture is clear, or what types of questions or responses are expected.

### **Step 2-Observation**

The second phase of clinical supervision is the actual observation of the lesson. The observer's responsibility during the observation is to record the behaviors and events seen and heard in the classroom.

- The observer should be positioned as unobtrusively as possible and avoid interrupting or interfering with the class in any way.

- Written verbatim observation notes are preferred by some observers because a written record can be quickly analyzed, and underlining or circling sections of the observation notes can effectively highlight important patterns of teaching.
- At times it helps to occasionally make note of the time so that the sequence of events can later be established.
- Nonverbal behavior should be described as objectively as possible; The observer's feelings, and judgments can be noted marginally for later reference, but the observation data should be limited to a descriptive record of events and behaviors enacted by the student teacher and the students.

### **Step 3-Feedback Conference**

The post-observation feedback conference is an essential stage of the clinical supervision process.

- Avoid the temptation to use the feedback conference to tell the student teacher what is right or wrong, good and bad, about his or her teaching.
- The goal of the observer in the post conference is to guide the student teacher in analyzing the information collected during the observation. In the beginning of the student teaching experiences (especially in the first student teaching assignment), the observer often has to analyze observation data for the student teacher and point out data that support analyses and comments. The eventual goal, however, is for the observer to present the information collected and lead the student teacher in developing his or her own analyses.
- There are several styles which can be used in the feedback conference. In a lecture conference, the supervisor states key points and shows observation data that support these points. In discovery-type conference, involving a "consulting" or "delegating" style, the role of the observer is to present observation data and facilitate the student teacher's analysis and goal setting through indirect teaching approaches such as active listening, questioning, and summarizing.

### **Evaluation**

The evaluation instruments used in Mansfield University's student teaching programs are found in the in the back section of this handbook. The integration of Danielson's Framework into the Teacher Education Unit Conceptual Framework has resulted in revision of the student teaching evaluation instruments. These evaluation instruments contain items which are correlated with Danielson components.

Supervision focuses on the student teacher's professional development. In contrast, evaluation focuses on determining the student teacher's midpoint and final grades.

- Evaluation is an ongoing part of student teaching.
- Many university supervisors recommend that cooperating teachers and student teachers discuss criteria in the "Student Teacher Evaluation Report" on a regular basis to become more aware of the student teacher's emerging strengths and to develop strategies to promote growth in problem areas.
- Holding regular formative-evaluation conferences during the student teaching experience, in most cases using the "Student Teacher Evaluation Report," can greatly help the university supervisor in his or her final evaluation meetings with the student teacher.

While the cooperating teacher is the authority in the school and the classroom, the supervisor represents the university and is responsible for monitoring the university's requirements and rules for student teaching. The supervisor is also responsible for determining the student teacher's midterm and final grades. The following procedures are suggested to develop an evaluation of the student teacher that is valid and based on input from the cooperating teacher, the student teacher, and the university supervisor:

- University supervisors and cooperating teachers should review the evaluation report and procedures for using it at their first meeting.
- Cooperating teachers should plan to meet regularly with their student teacher and use the evaluation report as a basis to discuss the student teacher's performance, to monitor his or her progress, and to plan steps for growth.
- Prior to the final evaluation conference with the university supervisor, the cooperating teacher should complete Part 1 of the "Student Teaching Evaluation Report." University supervisors are responsible for evaluating and scoring the reflective exercises required of student teachers.
- Whenever possible, cooperating teachers should write comments on the evaluation report about the student teacher's behaviors and attributes, teaching performance, and content mastery.
- The final evaluation reports completed by the university supervisors are kept in The Educational Field Experience Office. The coordinator may refer to these reports, but in no case are the reports sent to any prospective employer. (*The Standard Application for Teaching Positions in Pennsylvania Public Schools* requires that the applicant attach photocopies of references from the university supervisor and the cooperating teachers.)
- If there is a change of university supervisors at some point in the semester, both supervisors meet at the end of the second experience to discuss the final grade. If the university supervisors disagree about the final grade, then the department chairperson will review all appropriate materials and assign the grade.

### **Working with a Student Placed in a Distant Assignment**

Working with a student teacher who has been assigned to complete the second half of student teaching in a distant placement can be a challenge. The following guidelines will help you as you prepare for this experience:

1. Please notify The Field Experience Office immediately if the student teacher is in jeopardy of earning anything other than a "B+" for the first half of student teaching. Arrangements need to be made to change the special placement in the event that the student is not successfully demonstrating the most positive teaching characteristics. The university desires to send only strong teaching candidates to distant placements as a result of the supervision constraints associated with a distant placement. If a student teacher is struggling in the first placement, it will be necessary to keep the student close to the university in an effort to provide more substantial help.
2. Work to prepare a packet to be hand carried to the distant cooperating teacher through the student teacher. Include any materials that would be handed to a local cooperating teacher along with a personal letter. In this letter, please introduce yourself to the cooperating teacher. Include information about the best way to communicate with you, and the way in which the final paper work will be handled at the end. Share expectations for the student teacher and include any due dates that might be appropriate. Please also remember to thank the cooperating teacher. Please see the sample letter below as an example.
3. Please maintain on-going, weekly correspondence with the student teacher and regular correspondence with the cooperating teacher throughout the experience. Student teachers

who are selected for distant placements have completed an application process designed to ensure that MU sends quality students to distant placements. Since students will not have the usual supervision during the second half of the semester, they must be strong student teachers. Consider requiring a video tape or on-line streaming video from the student teacher.

4. The Educational Field Experience Office has purchased lap top computers and iPads equipped to handle Skype. Please feel free to check out these tools for use with supervision during this student teaching assignment. If you are not familiar with Skype, then please let us know when you are available for a short training.
5. If an on-site supervisor visits the student teacher, then it will be the responsibility of that supervisor to provide the regular supervisor with a written observation adequately covering the four domains. This observation will provide specific supporting evidence that can be used by the regular supervisor to document a final grade and the PDE 430.
6. The process for calling a cooperating teacher who lives outside of the country is as follows:
  - Dial \*6
  - Then enter the Field Experience Authorization Code (Call 662-4024 for this code).
  - Then # 9-011
  - Then the country code (61 is Australia)
  - Then the city code
  - Then the phone number

This information is available on page 22 of the local phone book as well.

## Sample Letter to Distant Cooperating Teacher

Date

Dear Cooperating Teacher: (Provide Name if Possible)

Greetings from Mansfield University! Thank you for inviting Student's Name to student teach in your elementary classroom. I have been supervising Ms. Teacher's student teaching in her first assignment in the United States and I am pleased to report that she has been very successful. I trust that you will find her to be a talented, knowledgeable, and conscientious teacher.

As you work with Ms. Teacher, I want to encourage you to often talk with her about her professional development and to offer her regular feedback about her teaching (both positive reinforcement and constructive suggestions). I have found her to have a healthy disposition toward continuing professional growth.

I know that it can be difficult to effectively monitor teaching performance from afar. To that end, Ms. Teacher will be corresponding with me weekly so that I can keep in touch with her while she is in Australia. I have attached my business card in case you have a need to get in touch with me with any questions or concerns. Ms. Teacher will be able to explain the Mansfield University student teaching evaluation report that we would like you to complete at the end of the teaching experience. Feel free to access additional information about Mansfield University's student teaching process on-line at <http://mansfield.edu/teacher/>. But, if it wouldn't be too much trouble, after three or four weeks in your classroom, would you also be willing to send me a very brief informal progress report via mail or e-mail, so that I can get some early sense of your satisfaction with Ms. Teacher's initiative and teaching?

I trust that Ms. Teacher will prove to be a valuable addition to your instructional program. I want to thank you again for your willingness to welcome her to your classroom. This should be a wonderful life experience for Ms. Teacher, both personally and professionally, and I know that she is excited to take part in all that Australia has to offer. If there are ways that I can help support your work with her, please don't hesitate to contact me.

Best wishes,

Name of Professor  
Professor of Education

**Mansfield University**

**Student  
Teaching  
Forms**



Mansfield University  
**Statement of Confidentiality and Professionalism**

As a student teacher in Mansfield University's Education Unit, I understand that I will have access to privileged and confidential information while student teaching. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet in the field, the school districts with which I participate, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication venues including on-line medias such as email, Facebook, YouTube, Twitter, blogs, etc. I recognize the appropriate channels by which I can communicate concerns relating to my participation in the field. I understand that the director of Field Experiences, my department chair, or education faculty/supervisors are all appropriate professional resources and will welcome my questions and concerns. Because the consequences of breaching confidentiality are potentially very costly to the individuals involved and to the education program, I understand that failure to abide by this statement may result in removal from student teaching and the education program.

Student Teacher (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**Statement of Work Understanding**

As a student teacher from Mansfield University, I understand that I must make student teaching my first priority for the semester. I understand MU recommends that student teachers should not work while student teaching; however, my situation dictates that I must work part-time during the student teaching semester. I understand that if my job affects my ability to be successful and give 100% of my efforts in student teaching, I will have to give up my job or student teach at a later date (without tuition reimbursement).

**Please explain your reason for working, including place of work, responsibilities, and hours demanded.**

Student Teacher (Print Name): \_\_\_\_\_

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Part A: to be retained by the cooperating teacher

**Professional Seminar Early Dismissal Form-1<sup>st</sup> Placement**

Professional Seminar is a required course in the Elementary, Secondary, and Special Education programs. The seminar is designed to enhance the student teaching experience and runs in conjunctions with students teaching. The time the class meets is set by the respective programs and varies from program to program. The course requires student teachers to return to campus to meet. The seminars are scheduled Tuesday or Wednesday afternoons. Because student teachers are placed around the region, we are unable to set a specific time at which they should leave school in order to get to class on time. Please allow a reasonable amount of time for the student to travel to Mansfield (travel time plus 30 minutes).

Student Name \_\_\_\_\_ Subject area \_\_\_\_\_  
School \_\_\_\_\_ Distance to Mansfield \_\_\_\_\_

Is participating in the following professional seminar class during student teaching and may need to leave class early on Tuesdays or Wednesdays depending on the day of their course and their distance from Mansfield.

- Elementary Education-Meets at 4:00-5:40 every week.
- Secondary Education-Meets at 4:00-5:40 every week.
- Special Education-Meets at 4:00-5:40 every week.

Cooperating Teacher Signature \_\_\_\_\_ Approved dismissal time \_\_\_\_\_

Please fill out both top and bottom of form. The cooperating teacher and student teacher each keep one. Student teachers should turn their form into their professional seminar instructor.

---

Part B: to be retained by the student teacher

**Professional Seminar Early Dismissal Form-1<sup>st</sup> Placement**

Professional Seminar is a required course in the Elementary, Secondary, and Special Education programs. The seminar is designed to enhance the student teaching experience and runs in conjunctions with students teaching. The time the class meets is set by the respective programs and varies from program to program. The course requires student teachers to return to campus to meet. The seminars are scheduled Tuesday or Wednesday afternoons. Because student teachers are placed around the region, we are unable to set a specific time at which they should leave school in order to get to class on time. Please allow a reasonable amount of time for the student to travel to Mansfield (travel time plus 30 minutes).

Student Name \_\_\_\_\_ Subject area \_\_\_\_\_  
School \_\_\_\_\_ Distance to Mansfield \_\_\_\_\_

Is participating in the following professional seminar class during student teaching and may need to leave class early on Tuesday or Wednesdays depending on the day of their course and their distance from Mansfield.

- Elementary Education-Meets at 4:00-5:40 every week.
- Secondary Education-Meets at 4:00-5:40 every week.
- Special Education-Meets at 4:00-5:40 every week.

Cooperating Teacher Signature \_\_\_\_\_ Approved dismissal time \_\_\_\_\_

Please fill out both top and bottom of form. The cooperating teacher and student teacher each keep one. Student teachers should turn their form into their professional seminar instructor.

Part A: to be retained by the cooperating teacher

**Professional Seminar Early Dismissal Form-2nd Placement**

Professional Seminar is a required course in the Elementary, Secondary, and Special Education programs. The seminar is designed to enhance the student teaching experience and runs in conjunctions with students teaching. The time the class meets is set by the respective programs and varies from program to program. The course requires student teachers to return to campus to meet. The seminars are scheduled Tuesday or Wednesday afternoons. Because student teachers are placed around the region, we are unable to set a specific time at which they should leave school in order to get to class on time. Please allow a reasonable amount of time for the student to travel to Mansfield (travel time plus 30 minutes).

Student Name \_\_\_\_\_ Subject area \_\_\_\_\_  
School \_\_\_\_\_ Distance to Mansfield \_\_\_\_\_

The student teacher is participating in the following professional seminar class during student teaching and may need to leave class early on Tuesday or Wednesdays depending on the day of their class and their distance from Mansfield. Days and times may vary.

- Elementary Education-Meets at 4:00-5:40 every week.
- Secondary Education-Meets at 4:00-5:40 every week.
- Special Education-Meets at 4:00-5:40 every week.

Cooperating Teacher Signature \_\_\_\_\_ Approved dismissal time \_\_\_\_\_

Please fill out both top and bottom of form. The cooperating teacher and student teacher each keep one. Student teachers should turn their form into their professional seminar instructor.

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Part B: to be retained by the student teacher

**Professional Seminar Early Dismissal Form-2nd Placement**

Professional Seminar is a required course in the Elementary, Secondary, and Special Education programs. The seminar is designed to enhance the student teaching experience and runs in conjunctions with students teaching. The time the class meets is set by the respective programs and varies from program to program. The course requires student teachers to return to campus to meet. The seminars are scheduled Tuesday or Wednesday afternoons. Because student teachers are placed around the region, we are unable to set a specific time at which they should leave school in order to get to class on time. Please allow a reasonable amount of time for the student to travel to Mansfield (travel time plus 30 minutes).

Student Name \_\_\_\_\_ Subject area \_\_\_\_\_  
School \_\_\_\_\_ Distance to Mansfield \_\_\_\_\_

The student teacher is participating in the following professional seminar class during student teaching and may need to leave class early on Tuesdays or Wednesdays depending on the day of their course and their distance from Mansfield. Days and times may vary.

- Elementary Education-Meets at 4:00-5:40 every week.
- Secondary Education-Meets at 4:00-5:40 every week.
- Special Education-Meets at 4:00-5:40 every week.

Cooperating Teacher Signature \_\_\_\_\_ Approved dismissal time \_\_\_\_\_

Please fill out both top and bottom of form. The cooperating teacher and student teacher each keep one. Student teachers should turn their form into their professional seminar instructor.

## Survey of Special Education Experiences

**DIRECTIONS:** Please complete this survey to document the experiences you have had during student teaching related to special education. Give the completed form to your university supervisor before your final evaluation conference.

**Special Education:** All educators should have the knowledge and skills necessary to enable them to respond to the individual differences of learners. The presence of exceptional learners in regular classrooms requires that general and special educators perceive their professional roles as less distinct and more complementary. They must increasingly view themselves as differentiated members of an instructional team to provide an appropriate education for exceptional learners. Please indicate which of the following you have experienced during you student teaching.

\_\_\_\_\_ Observation experiences in special education classrooms

\_\_\_\_\_ Observation experiences in general education that included students in inclusive settings.

\_\_\_\_\_ Participation experiences in general education classrooms that included students in inclusive settings.

\_\_\_\_\_ Participation experiences in special education classrooms

\_\_\_\_\_ Experiences-faculty meetings, in-service meetings, interactions with various school personnel that emphasized the total responsibility of schools and all of their personnel to meet the needs of students with special needs

\_\_\_\_\_ Experiences (i.e. IST meetings, child study meetings IEP meetings, CSE meetings, etc.) which dealt with recognizing and referring learners for diagnosis

\_\_\_\_\_ Experiences which contributed to the design and implementation of curricular programs, instructional techniques and/or classroom management strategies to accommodate needs of students with special needs

List any others that might be appropriate

Last Name\_\_\_\_\_ First Name\_\_\_\_\_ Middle\_\_\_\_\_

Department\_\_\_\_\_

University Supervisor\_\_\_\_\_ Date\_\_\_\_\_

## Survey of Multicultural Experiences

**DIRECTIONS:** Please complete this survey to document the experiences you have had during student teaching related to special education. Give the completed form to your university supervisor before your final evaluation conference.

**Multicultural education** is preparation for the social, political, and economic realities that individuals experience in a culturally diverse and complex society (Banks). Please indicate which of the following you have experienced during your student teaching:

\_\_\_\_\_ Observation experiences in multicultural and/or diverse settings

\_\_\_\_\_ Actively participated in experiences in multicultural and/or diverse settings

\_\_\_\_\_ Discuss and develop multicultural experiences that included such issues as participatory democracy, racism, sexism, and the parity of power

\_\_\_\_\_ Experiences which examined the dynamics of diverse cultures

\_\_\_\_\_ Experiences which examined linguistic issues (i.e. English as a second language, dialects, and non-verbal communication)

\_\_\_\_\_ Experiences in developing and implementing a multicultural lesson plan

List any others that might be appropriate

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle \_\_\_\_\_

Department \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

### Notification Data – First 8 Week Assignment

	Student Teacher	Cooperating Teacher	School
<b>Name</b>			
<b>Address</b>			
<b>Phone</b>			

Vacation Days: \_\_\_\_\_  
 \_\_\_\_\_

In-Service Days: \_\_\_\_\_  
 \_\_\_\_\_

Early Dismissal Days: \_\_\_\_\_  
 \_\_\_\_\_

Other Schedule Changes (e.g., field trips, assemblies, etc.): \_\_\_\_\_  
 \_\_\_\_\_

## Class Schedule – First 8 Week Assignment

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
 Semester \_\_\_\_\_ School \_\_\_\_\_

<b>Time/ Grade Level Subjects</b>	<b>Day 1 Monday</b>	<b>Day 2 Tuesday</b>	<b>Day 3 Wednesday</b>	<b>Day 4 Thursday</b>	<b>Day 5 Friday</b>

## Notification Data – Second 8 Week Assignment

	Student Teacher	Cooperating Teacher	School
<b>Name</b>			
<b>Address</b>			
<b>Phone</b>			

Vacation Days: \_\_\_\_\_

\_\_\_\_\_

In-Service Days: \_\_\_\_\_

\_\_\_\_\_

Early Dismissal Days: \_\_\_\_\_

\_\_\_\_\_

Other Schedule Changes (e.g., field trips, assemblies, etc.): \_\_\_\_\_

\_\_\_\_\_



### Class Schedule – Second 8 Week Assignment

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
Semester \_\_\_\_\_ School \_\_\_\_\_

<b>Time/ Grade Level Subjects</b>	<b>Day 1 Monday</b>	<b>Day 2 Tuesday</b>	<b>Day 3 Wednesday</b>	<b>Day 4 Thursday</b>	<b>Day 5 Friday</b>

**Video Parent Permission Form**

**Dear Parent or Guardian:**

Mansfield University requires student teachers to videotape their teaching and submit the video along with a written reflective analysis to their university supervisor. The purpose of this videotape is for student teachers to evaluate their own teaching and reflect on what they can do to be a better teacher. The videotape could possibly include scenes with students interacting with the student teacher, so (in the event that your child is visible in the video) we need your permission to allow your child to be videotaped. Please understand that the intent of this video is NOT to video the children in the classroom. The intent is to video the student teacher; however, your child could end up in the video. The only people who will view this tape are the student teacher, the cooperating teacher, and the university supervisor.

If you don't mind possibly having your child in the student teacher's videotape, please complete the information below and return it to school with your child. If you would prefer NOT to have your child participate in the student teacher's assignment, then please indicate this below. The student teacher will take care to make sure your child is away from the camera on the day of the taping. If you have any questions, please contact Mrs. Christina Fry, Coordinator of Educational Field Experiences at Mansfield University (570-662-4576).

**Sincerely,**

**Christina Fry, Coordinator Educational Field Experiences, Mansfield University**

\_\_\_\_\_  
**Student Teacher - Mansfield University**

\_\_\_\_\_  
**Cooperating Teacher**

**Please Return by**

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**I give permission for my child, \_\_\_\_\_, to be videotaped as part of the Mansfield University student teaching experience. I understand that the videotapes will be for the improvement of the student teacher, and I may withdraw my permission for this activity at any time.**

**I prefer that my child, \_\_\_\_\_, not be visible in this video. I do not give my permission to have my child videotaped.**

**Signature of Parent or Guardian: \_\_\_\_\_ Date:**

\_\_\_\_\_

**Parent or Guardian Signature**

## CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Sec.

- 235.1. Mission.
- 235.2. Introduction.
- 235.3. Purpose.
- 235.4. Practices.
- 235.5. Conduct.
- 235.6. Legal obligations.
- 235.7. Certification.
- 235.8. Civil rights.
- 235.9. Improper personal or financial gain.
- 235.10. Relationships with students.
- 235.11. Professional relationships.

### **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 assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or

sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

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

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

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

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

(9) Professional educators shall keep 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 employes, 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.

#### **Cross References**

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

### **§ 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.

#### **Cross References**

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

### **§ 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.

#### **Cross References**

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

### **§ 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.

### **Cross References**

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

#### **§ 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) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

### **Cross References**

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

# Distant Student Teaching Placement Application Process

## Teacher Education Council (TEC), Ad Hoc Committee

Student teaching is a very important part of a student's education. Mansfield University recognizes the importance of supporting students through quality supervision during this learning phase. The University's distant student teaching placements are rich, diverse educational learning experiences. Due to the distance between the University and these settings, supervision is hindered and University support limited. As a result, students interested in student teaching in a distant setting, (a placement that is outside of the University supervision guidelines - Australia, Arizona, Alaska and Philadelphia) must receive special permission from an ad hoc committee of the Teacher Education Council (TEC). This group will review each electronic application in an effort to ensure the acceptance of strong teacher candidates who are capable of succeeding in a challenging distant student teaching placement. In addition, the committee will look for individuals who are proactive and mature, have had travel experience, can adapt and excel in a diverse setting, and are willing to embrace the financial and additional time commitments a unique placement will demand. Acceptance is not guaranteed. Even after the committee has approved a candidate for a distant student teaching placement, the candidate must successfully complete the first, local student teaching assignment, maintain all gates and University requirements, and must demonstrate strong teacher dispositions. Acceptance into a distant student teaching placement is an on-going review.

### **Beginning the Process**

1. Meet with the director of Field Experiences one year in advance to discuss the process and to begin applying for a distant student teaching experience.  
Date \_\_\_\_\_
2. Meet all required gates and clearances for student teaching at the time of application and throughout student teaching. *Please verify this with MU's Certification Officer*

### **Applying for a Distant Placement** (Due Date: \_\_\_\_\_ )

Please submit an electronic folder ([cfry@mansfield.edu](mailto:cfry@mansfield.edu)) complete with a paper and two education faculty recommendations meeting the following requirements:

1. Paper: Please write a paper discussing your (1) interest in teaching in a distant setting, (2) willingness to adapt to an unfamiliar setting, (3) recognition of the additional financial and time resources required of this experience, and (4) ability (disposition) to embrace the diversity of this experience.
2. Recommendations: Please submit two letters of recommendation from education faculty who can speak to your ability to teach as well as to your ability to be successful under the many additional challenges a distant placement will pose. Please note that after you have taken your foundational teaching course (essentially a mini-student teaching class that is typically taken the semester before student teaching), your instructor will be asked to provide the committee with his/her approval as well. Although you will not have to address this step, please note that the committee will be seeking the recommendation of this professor.



### **Interviewing for the Distant Placement**

1. Interview: The reviewing committee will review each electronic application and potentially invite each candidate to participate in a interview. The purpose of this interview will be to discuss the electronic items that were submitted and to ensure each candidate's readiness for the distant placement.

### **Provisional Acceptance**

1. Notification: Candidates will receive an email within two weeks of the interview accepting or denying their application. Once accepted, students may begin to prepare for a second distant student teaching placement. Please note that acceptance is on-going.

The candidate will need to additionally meet the following requirements:

- Receive the endorsement of the professor of the foundational teaching course that precedes student teaching,
- Demonstrate evidence of successfully managing (grade must not be below an A-) the first, local student teaching placement through the endorsement of the first cooperating teacher and the University supervisor,
- Continue to meet all University and program gates and guidelines,
- Maintain professional dispositions,
- Be willing to risk spending time and money preparing for a distant student teaching placement that could be terminated as the result of failure to meet on-going requirements, and
- Be willing to student teach 2 – 4 weeks longer than typically required; distant placement student teachers typically begin student teaching as soon as schools are in session after the first of the new year; some instances require distant student teachers to teach after the spring semester has ended.

### **Statement of Understanding:**

Mansfield University's priority during student teaching is my development into a strong teacher. The requirements outlined in this document are designed to ensure my eventual success in student teaching and success as a future teacher. After having had the chance to review the details of this experience and having had the chance to ask questions for clarification, I understand the risks and responsibilities associated with pursuing a distant site as my second student teaching placement.

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Student's Signature:

Date:

Director's Signature:

Date: