

Teacher Candidate Manual for Student Teaching

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

INTRODUCTION

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

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

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

PRIOR TO STUDENT TEACHING

Student Teaching Paperwork Information

The final cut-off date is:

June 30th for Student Teaching in the Fall Semester

January 15th for Student Teaching in the Spring Semester

All of the following information must be updated and on file in the Office of Field Services before you are able to student teach.

1. Current physical and TB test
2. Clearances Act 24, 33, 34, 151
3. Liability Insurance (\$1,000,000)
4. Praxis test taken or Seat Ticket showing that you are registered for the needed test before student teaching.

**** If any of these informational items are not current or in the Office of Field Services by the given dates you will need to complete your student teaching experience the following semester.**

Policy for Praxis II/ Pearson Tests and Student Teaching

The teacher certification programs require successful passing of the appropriate ETS Praxis II or Pearson PECT exam(s). The exam(s) should be completed before or during the student teaching field placement. The specifics of this policy are:

- All candidates must take the required Praxis II or PECT exam(s) or present a copy of the exam registration to the Office of Field Services before beginning their student teaching semester.
- If an exam(s) is not passed, the candidate must register to take the exam(s) again during the student teaching semester.
- Once the candidate has passed the exam(s), he or she must report the passing scores to the Office of Field Services.
- Candidates will not be eligible to receive the BSE degree unless they pass the appropriate ETS Praxis II or Pearson PECT exam(s).
- In the case of failure at the end of the second student teaching course, these options will be available to the student:
 - Receipt of the BSE degree may be delayed for one academic semester to allow the candidate additional time to pass the appropriate exam.
 - The student who is not eligible for the BSE degree may apply for the BS Liberal Studies with Concentration in Education degree.

TEACHER CANDIDATE DIRECTIVES

In addition to the guidelines outlined below, teacher candidates must carefully review the Office of Field Services web page at <http://www.clarion.edu/19284> .

ABSENCES: Teacher candidates are to be in attendance for the entire day and to assist in co-curricular activities as may be suggested by the Cooperating Teacher and the University Supervisor. Absences due to illness or personal emergencies require timely notification of BOTH the Cooperating Teacher and the University Supervisor. Other absences must be approved by the Director of Field Services along with the Cooperating Teacher and the University Supervisor. **Teacher candidates are permitted up to four (4) absences (including job fairs and interviews) for the ENTIRE SEMESTER. Absences in excess of four (4) days may result in a lower course grade and will have to be made up at the end of the semester.** Attendance records are maintained by the Cooperating Teacher and the University Supervisor and are submitted to the Office of Field Services at the conclusion of the semester.

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

CELL PHONES: *ALL cell phones must be turned off when the teacher candidate is in the school building. No phone calls, texting, twittering, etc. is permitted during the school day. If the teacher candidate feels the need to use his/her cell phone during the school day, he/she must first get the permission of the Cooperating Teacher before using the cell phone.*

COMMUNICATION: This is a requirement for the professional field and needs to be established and modeled between the cooperating teacher, university supervisor, and teacher candidate.

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

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

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

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

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

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

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

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

Evaluation of Student Teaching Performance

Teacher candidate performance is continually evaluated through a variety of informal and formal assessments. **TEACHER CANDIDATES MUST TAKE THE INITIATIVE TO ASK FOR ADDITIONAL FEEDBACK WHENEVER NECESSARY.** Assessment guides teacher candidates toward improved performance. As teacher candidates move through the assignment(s), they are encouraged to reflect on their performance and to become more independent in their decisions so that they are prepared to assume responsibility for their own classrooms.

Cooperating Teachers are the daily supervisors of the teacher candidates. They provide continuous informal feedback and written documentation of student teaching performance throughout the assignment.

During each placement, University Supervisors will conduct documented observations and conferences. Teacher candidates are to meet with the University Supervisor, review written comments on the visitation report, and sign the report to indicate that they have read and discussed the written evaluation. During the

last conference, the teacher candidate, the University Supervisor, and the Cooperating Teacher will discuss the Student Teaching Performance Profile (STPP) and the final grade.

Formative Evaluation

Formative evaluation provides teacher candidates with immediate and continuous feedback on performance throughout the field experience. This feedback can be formal and informal. Informal feedback includes comments on lesson and unit plans, brief conferences, notes in the journal, and verbal comments. Formal feedback occurs after an observation and/or conference and provides teacher candidates with objective data, information, suggestions for improvement, and specific goals for improved performance.

Summative Evaluation

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

It is recognized that growth in teacher candidate competence is sequential and developmental throughout the student teaching experience. Performance during the first half of the semester, therefore, may not reflect all of the standards noted in the grading guidelines below. There must be, however, evidence of performance which meets most standards. It is expected that performance during the last few weeks of the semester will reflect adherence to all of the standards

A letter grade of “A” indicates that the teacher candidate almost always demonstrates consistent and extensive in the majority of student teaching competencies as indicated on the final STPP. In addition, these teacher candidates have reflected a strong desire to succeed, shown initiative in assuming professional responsibilities, attempted to involve themselves in the total school environment, and have designed and implemented instruction that reflects creativity and originality. They have thoroughly completed required assignments in a timely manner.

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

A letter grade of “C” in the first placement indicates that the teacher candidate demonstrates basic in the majority of student teaching competencies as indicated on the final STPP. Typically, these teacher candidates rely on their Cooperating Teachers and their University Supervisors for decision-making, resources, and content knowledge. Maturity and leadership skills must be further developed. These teacher candidates require assistance and mentoring. They have completed required assignments with varying degrees of thoroughness and promptness. The teacher candidate earning a “C” is required to meet with the Assistant Dean. An individual remediation plan will be created for the teacher candidate identifying the specific deficiency/deficiencies. Upon successful completion of the remediation plan the teacher candidate may continue in the program or may choose to change majors to Liberal Studies degree with a concentration in education.

A letter grade of “C” in the second placement indicates that the teacher candidate demonstrates basic in the majority of student teaching competencies as indicated on the final STPP. Typically, these teacher candidates rely on their Cooperating Teachers and their University Supervisors for decision-making, resources, and content knowledge. Maturity and leadership skills must be further developed. These teacher candidates require assistance and mentoring. They have completed required assignments with

varying degrees of thoroughness and promptness. The teacher candidate earning a “C” is required to meet with the Assistant Dean. During this conference, the teacher candidate’s GPA will be reviewed to ensure the 3.0 GPA requirement is met to graduate. If not the teacher candidate will have to change majors to a Liberal Studies degree with a concentration in education.

A letter grade of “D” indicates that the teacher candidate demonstrates rare or superficial in the majority of student teaching competencies as indicated on the final STPP. All required assignments may not have been completed. The teacher candidate is not eligible for certification and graduation in the degree program and must meet with the Assistant Dean. During the conference, the teacher candidate will have to change majors to a Liberal Studies degree with a concentration in education.

A letter grade of “E” indicates that the teacher candidate has failed to complete one or more required assignments. The teacher candidate is not eligible for certification and graduation in the degree program and must meet with the Assistant Dean. During the conference, the teacher candidate will have to change majors to a Liberal Studies degree with a concentration in education.

PROFESSIONAL DISPOSITIONS AGREEMENT

**Clarion University of Pennsylvania
College of Education and Human Services**

Fieldwork Experience Professional Dispositions Agreement

During my fieldwork experience, I am a guest at the school, agency, or other community setting. I understand that my task is to learn so that I can become an effective professional. In order to do this, I agree with the following expectations:

1. I understand that I need to have completed all of the Office of Field Services’ requirements, including my current physical/TB, Act 24, 33, 34, 151 clearances, and liability insurance to begin my placement. I will have these requirements completed prior to the start of my placement.
2. I will abide by the specific institutional values and policies as well as the highest standards of professionalism at all times.
3. I will maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children/clients, families, and school/agency personnel and protect the confidentiality of personal information that I encounter.
4. I will be dependable and timely in attendance. I will be on site when and where I am expected. In the event that I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.
5. I will maintain a professional demeanor and appearance, in accordance with the standards of the dress code of the site where I am placed and demonstrate appropriate personal hygiene.
6. I will demonstrate a positive, eager to learn attitude.
7. I will complete my assigned tasks, duties, and responsibilities in a quality and timely manner.

8. I will be pleasant to be around. I will smile.
9. I will interact and communicate verbally and in writing in a courteous, positive, respectful, and professional manner with students/clients, peers, placement personnel, university personnel, and others. I will avoid bias, prejudice, or lack of fairness toward individuals or groups of people.
10. I will show initiative. When an assignment is completed, I will seek more work.
11. I will act in a safe and responsible manner, avoiding any action that might put students/clients at physical or emotional risk. I will report any accidents or incidents that cause harm to myself, others, or property by submitting Clarion's "Accident/Incident Report" to the university supervisor in a timely manner.
12. I will remain committed to improving my professional skills and abilities. I will remain flexible and open to feedback from others. I will accept constructive feedback in a mature and professional manner.
13. I will demonstrate commitment to my field of study and my future profession. If I am employed, my field experience duties and responsibilities will receive top priority.

DISCIPLINARY UNDERSTANDING

- I understand that my performance reflects positively or negatively upon the placement school/agency and Clarion University and that any unacceptable behavior will result in disciplinary action.
- I understand that failure to comply with this agreement will result in the execution of a dispositions assessment form.
- I understand that the professional dispositions presented in this agreement are important requirements for successful completion of my fieldwork experience. Failure to follow these expectations will result in at best, a negative performance evaluation, and at worst, expulsion from the placement, termination of the experience with a failing grade and possible involvement with the University Judicial & Mediation Services.

Student: _____ Date: _____

Signature implies that I have read and understand the expected professional dispositions and the disciplinary consequences if I do not adhere to them.

Signature of the University Supervisor

Date

DEFINITION OF TERMS

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

Center Sheet – the placement sheet given to each teacher candidate that includes district contact information, all students assigned to the district, and all cooperating teacher placement information for each teacher candidate in the district.

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

Evaluation Forms: These forms include the major-specific Student Teaching Performance Profile (STPP). To view the appropriate form for your major click the following link www.clarion.edu/20634/.

District - a field placement setting for pre-teacher candidates and/or teacher candidates in Pennsylvania

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

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

Field Site - the school district where a student is placed

Teacher candidate - a student enrolled in:

- ECH 424/425: Early Childhood Pre-Service Teaching**
- ELED 424/425: Elementary Pre-Service Teaching**
- ED 421: Modern Languages Pre-Service Teaching**
- ED 424/425: Secondary Pre-Service Teaching**
- ED 426: Environmental Education Pre-Service Teaching**
- ED 432/433: Pre-Service in Music**
- ED 423: Library Practice in the Secondary School**
- ELED 423: Library Practice in the Elementary School**
- SPED 450: Special Education Pre-Service Teaching**

Termination - dismissal from a field assignment with no reassignment

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

THE TEACHER CANDIDATE OR PRE-SERVICE EXPERIENCE

Roles and Responsibilities of the Teacher Candidate

Student teaching is a time when a teacher certification candidate has the opportunity to assume the roles of a professional. In this regard, the teacher candidate **MUST**

- Assume professional responsibility for conduct while working in a cooperating school.
- Be prepared to identify problems/successes, and learn from them.
- Realize that the University and the schools exert sincere efforts to provide opportunities to gain practical experience under the guidance of a master teacher.
- Be responsible for maintaining an open and flexible attitude in order to promote a positive learning experience.
- Recognize that the Cooperating Teacher has total responsibility for the instructional program and for procedures followed in the classroom.
- Demonstrate courteous behavior which conforms in general to the expectations of the school administration and all members of the teaching and support staff.
- Assume the same responsibilities as the Cooperating Teacher. This includes, but is not limited to:
 - ✓ reporting times,
 - ✓ in-class and extra-class activities,
 - ✓ faculty meetings,
 - ✓ parent-teacher organization meetings,
 - ✓ parent-teacher conferences,

- ✓ professional meetings.
- Establish a positive, professional relationship with the Cooperating Teacher and other faculty members, as well as the entire school staff, in order to complete a successful and productive student teaching experience.

REQUIREMENTS FOR PRE-SERVICE TEACHING

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

Orientation for the Teacher Candidate Experience

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

Teacher candidates will contact Cooperating Teachers and schedule visits to the schools and classrooms. If this is not possible, teacher candidates must write to them as a way of an introduction. During the initial visit, the teacher candidate will:

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

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

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

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

- Discuss the topics for weekly lesson planning and unit plans.
- Discuss the rules and responsibilities of the teacher candidate, Cooperating Teacher, and the University Supervisor.
- Record observations of teacher and learner interactions and discuss classroom management procedures and schedules. Observe recommended teachers and classes, specifically noting on-

off task behavior, developmental differences of learners, various discipline procedures, and teaching styles.

- Participate in aspects of teaching by assisting the teacher and the learners.
- Assist the Cooperating Teacher with homeroom and supervisory duties such as attendance, absence excuses, opening exercises, recess and open campus, hall monitoring, study halls, playground supervision, bus and lunch duties, and any other duties assigned to the Cooperating Teacher.
- Meet the counselors, media specialists, specialists, teachers, secretaries, custodians, aides, and other support personnel at the school and/or agency.
- Examine and evaluate textbooks and other instructional materials.
- Provide the University Supervisor with a class schedule and prepare for the initial observation.
- Begin to prepare reflective journal entries.

Planning and Preparation

The teacher candidate will:

- Plan a content outline which is age appropriate and consistent with the school's curriculum for each lesson.
- Plan varying modes of instruction, including large group, small cooperative groups, and individual practice and application.
- Plan learning experiences which promote a global awareness and cultural diversity.
- Plan a variety of informal and formal evaluation methods which will be congruent with instructional goals. **Submit all tests to the Cooperating Teacher for review and approval at least THREE DAYS IN ADVANCE of administration.**
- Plan enrichment activities for learners who progress quickly or need acceleration.
- Plan adaptations for students in need of special learning support.
- Obtain and/or develop a variety of instructional materials.
- Use supplemental references and resources.
- Prepare lesson plans **and submit to the Cooperating Teacher for approval AT LEAST THREE DAYS IN ADVANCE of the lesson presentations.**
- Discuss and revise lesson plans with the Cooperating Teacher prior to instruction.
- If units are permitted and approved by the Cooperating teacher and meet school curriculum requirements, develop a unit. **Submit this unit to the Cooperating Teacher for approval AT LEAST FIVE DAYS IN ADVANCE OF PRESENTATION or according to school policy.**
- Organize learning experiences which involve community resources and which encourage parent involvement.
- Where appropriate. design bulletin boards and visual displays.
- Maintain an instructional materials file containing instructional materials, resources, and enrichment activities.

Classroom Environment

The teacher candidate will:

- Reinforce the expectations for learner behavior, rules of the Cooperating Teacher, and school policies.
- Assist learners in formulating (if needed) and reinforcing classroom rules.
- Respond to disruptions with prompt and appropriate actions, demonstrating fair and consistent solutions to discipline concerns.
- Create an environment for learning and respect for others.
- Encourage on-task behavior, learner involvement, individual ideas, and self-motivation for learning.
- Make effective use of time, particularly at the beginning and end of class and at transitions between activities.

- Organize for instruction and perform routine tasks before and after school and during planning periods.
- Maintain safety and health standards throughout the school and outdoor environments.
- With the Cooperating Teacher's approval, attend to the physical environment, which includes lighting, heating, ventilation, traffic flow, and organization of equipment and furniture.
- Encourage learners to express their ideas, opinions, creativity, and talents in a socially acceptable manner.
- Exhibit respect for individual differences and diversity.
- Provide a highly motivational learning environment.

Instruction

The teacher candidate will:

- Implement instruction using prepared, organized, and field-tested materials.
- Vary procedures and materials to accommodate individual differences in ability, interest levels, and learning styles.
- Utilize a variety of motivational teaching strategies and materials.
- Incorporate a variety technology.
- Employ questioning techniques that encourage decision making, problem solving, and critical thinking.
- Develop student reading and writing skills.
- Teach with the Cooperating Teacher and other teachers when applicable.
- Evaluate pupil performance, informally and formally, using a variety of assessment techniques.
- Utilize appropriate language, grammar, and voice qualities **AT ALL TIMES**.
- Articulate the directions and instructions for learning experiences effectively.
- Demonstrate ability to explain content clearly in language appropriate to the discipline.
- Provide appropriate verbal and nonverbal responses to learners.
- Demonstrate flexibility and responsiveness in the classroom.

Professionalism

The teacher candidate will:

- Exhibit enthusiasm and desire to teach.
- Model the values and standards for conduct in the Pennsylvania Code of Professional Conduct for Educators developed for certified teachers.
- Be punctual in attendance.
- Meet all time schedules.
- Attend extra-curricular activities.
- Assist in activities only under the supervision of a certified teacher with the permission of the Cooperating Teacher.
- Dress and behave in a professional manner at all times.
- Demonstrate initiative to direct activities under the supervision of the Cooperating Teacher.
- Exercise confidentiality when sharing student information.
- Contact Clarion University's Office of Career Services for professional planning.
- With permission of the Cooperating teacher and the University Supervisor, attend professional seminars and job fairs at the University.
- Submit all written communications intended for distribution to the Cooperating Teacher for approval.
- Accept advice and constructive feedback from the Cooperating Teacher, the University Supervisor, and administrators. Keep lines of communication open through frequent conferences.
- Communicate professionally and effectively with educational personnel, students, and parents.

- Communicate learner progress to parents in writing and through parent-teacher conferences under the advisement of the Cooperating Teacher.
- Maintain accurate, thorough, and confidential student records.
- Author a daily reflective journal.

In-Service/Field Experiences

The following information identify teacher candidate placement options and potential in-service experiences.

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

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

Single major teacher candidates may be placed in one of three placements options.

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

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

Placement Option III: Full Block placement followed by full student teaching semester placement with one Cooperating Teacher – Action Research Model.

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

Placement Option II: Half semester placement with one cooperating teacher/two placements per semester.

Technology used during the student teaching semester may include:

- Email among cooperating teachers, teacher candidates, and university supervisors.
- D2L in-service experiences with teacher candidates and university supervisors.
- D2L organization access among cooperating teachers, teacher candidates, and university supervisors.
- Electronic journaling between teacher candidates and university supervisors.
- Video and audio recording of learning activities to be shared among cooperating teachers, teacher candidates, and university supervisors ***as permitted by each school.***
- Use of ITV and webcams among cooperating teachers, teacher candidates, and university supervisors as permitted by each school. Restrictions limited to ITV and webcam units available for use.
- Websites specifically for use of cooperating teachers, teacher candidates and university supervisors with access to all required forms electronically. The goal is to become as paperless as possible. Paper requirements for PDE will be maintained.

LESSON PLAN COMPONENTS

Lesson plan components may vary by major. The teacher candidate will receive their initial format from their University Supervisor. The Supervisor will also provide this format to the Cooperating Teacher so they are aware of the structure. There are two lesson plan formats on the Teacher candidate section of the OFS website www.clarion.edu/20634. Once the teacher candidate has developed at least one week of lesson plans for each new content area according to the University Supervisor's format, the format may be revised to meet the Cooperating Teacher's needs.

UNIT

Unit plans or units may not be permitted in all classrooms. **The Cooperating Teacher must give permission for a unit to be given by the teacher candidate. All units MUST follow the school curriculum. This Unit can ONLY be done IF the Cooperating Teacher gives permission.** The components vary by major. The teacher candidate will receive their required format from their University Supervisor. The Supervisor will also provide this format to the Cooperating Teacher, so they are aware of the structure.

A unit

- Focuses on content knowledge and essential skills drawn from district curriculum
- Is organized to include specific knowledge, attitudes and skills for the students to achieve.
- Reflects originality and creativity and identifies outside resources.
- Contains content knowledge and essential skills to be confirmed with the Cooperating Teacher within the first week of student teaching, and with the University Supervisor during the first site visit.
- Is designed for a minimum sequence of three instructional lessons.
- uses the relationship between individual lessons and their cumulative effects to achieve outcomes at higher levels of behavioral complexity, which may include the learning of concepts, the application of facts and understandings to real world problem solving, and the ability to make value judgments.
- Can be thought of as several lessons on a given topic or theme arranged in a sequence so that the outcomes of previously taught lessons are instrumental in achieving the outcomes of subsequent lessons.
- Should reflect professionalism in organization and presentation.

The completed unit must be submitted for review to and approval by the Cooperating Teacher five (5) days prior to instruction. Drafts must be shared with the Cooperating Teacher regularly and with the University Supervisor during visitations.

Teacher Candidate Work Sample

Each program has a specific assignment that is aligned with the national standards, to measure the candidates' affect on student learning. For more information and specific details, please check with the University Supervisor.

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

Pennsylvania Department of Education

Title 22: Education

Chapter 235: Code of Professional Practice and Conduct for Educators

Authority

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

Source

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

§ 235.1. Mission.

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

§ 235.2. Introduction

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

§ 235.3. Purpose.

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

§ 235.4. Practices.

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
 - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept teaching experience they are not certified to fulfill. Educators may be assigned to or accept teaching experience outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
 - (3) Professional educators shall maintain high levels of competence throughout their careers.
 - (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age,

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

- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§ 235.5. Conduct.

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

§ 235.6. Legal obligations.

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References

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

§ 235.7. Certification.

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§ 235.8. Civil rights.

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

§ 235.9. Improper personal or financial gain.

The professional educator may not:

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

§ 235.10. Relationships with students.

The professional educator may not:

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

§ 235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) 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 standard.

Policy for Withdrawal, Reassignment and/or Termination

Background

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

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

Rules and Regulations of the Field Site

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

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

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

The College of Education and Human Services may remove the teacher candidate from a placement for any of the following reasons:

1. Behavior unacceptable to school district: If the behavior exhibited by the field participant is not acceptable to the school district, school district initiated process will be followed. Examples of such violations include, but are not limited to, criminal conduct and breaches of business organization, school district, or agency policy (e.g., confidentiality, safety, attendance, dual relationships).
2. Behavior unacceptable to the University: If it is determined by the University Supervisor that the behavior exhibited by the participant is not acceptable to the University, the University initiated process will be followed.
3. Unsatisfactory academic performance within a school district: If it is determined by either the Cooperating Teacher, the University Supervisor, or by the district administrator that the teaching competency of the student is at an unsatisfactory level, the University initiated process will be followed.

Initiation Process for Withdrawal, Reassignment and/or Termination

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

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

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

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

University Initiated: If it is determined by the University supervisor that the competency of the teacher candidate is at an unsatisfactory level performance (whether academic, professional, or behavior related), based on the competencies indicated on the appropriate evaluation form for whichever placement the student is participating in, or are not in the best interests of the students, a three-way conference of the cooperating professional, the University supervisor and the student will be held to discuss the concern, possible outcomes, and remedial strategies. This action will result in earnest attempts by the cooperating professional and the University Supervisor to assist the student with acknowledging problems and making corrections as documented in writing in the student observation reports. If the initial conference does not alleviate the unsatisfactory level of performance by the student, a second level of review will result, with a committee consisting of the above identified three parties.

At the second level of review, it will be determined whether there will be a withdrawal, reassignment or termination of the field assignment. This committee may recommend an intervention, if available, within the student's degree program. If the student is given the option of the intervention and elects to take the same, the student, upon successfully completing such intervention, may be reassigned to a placement. If a remediation strategy is inappropriate for the situational reasons of the student, recommendations for other available options will be discussed on an individual basis with the student at the time of the termination of the assignment. In the event the second level of review process is being used as a result of the initial school district initiated process, then the cooperating professional will not be a part of the review at this second level.

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

APPEAL PROCESS

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

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