

Student Teaching Manual



California University of Pennsylvania

A member of Pennsylvania's State System of Higher Education
250 University Ave. California, PA 15419

College of Education and Human Services (724) 938-4126
www.calu.edu

California University of Pennsylvania
Building Character. Building Careers.

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Disclaimer

The Teacher Education Unit policies are continually being re-examined to reflect the regulations and policies of the Pennsylvania Department of Education, California University of Pennsylvania, and the College of Education and Human Services. As such, we reserve the right to modify any statement in this manual at any time, which will be disseminated via email and other means. The policies and statements are not an irrevocable contract, and the Teacher Education Unit reserves the right to change any policy or practice.

The Teacher Education Unit

Teacher education programs are offered through the Departments of Childhood Education, Secondary Education and Administrative Leadership, and Special Education in the College of Education and Human Services, as well as through the Department of Applied Engineering and Technology in the Eberly College of Science and Technology.

California University of Pennsylvania has a long and distinguished history of preparing teachers for the schools of the Commonwealth. The College of Education and Human Services has developed and maintained a reputation of excellence in the preparation of teachers. Because of its accreditation by NCATE and the Commonwealth of PA, and its requirement of the teacher certification examinations, California's graduates are able to obtain teacher certification in most states in the United States.

Student teaching is the capstone experience for those seeking initial teaching certification in the Commonwealth of Pennsylvania. It is a time for teacher candidates to practice and refine the art of teaching and learning under the mentorship and guidance of the cooperating teacher and the university supervisor.

Policies, Procedures, and Information

Attendance

While the university calendar determines the beginning and ending dates of the student teaching placement, the student teacher observes the school calendar of the school district to which he/she is assigned. Additionally, the university supervisor develops a schedule for observations, practicum and other professional activities.

The student teacher is expected to be on duty each day of student teaching. If for unavoidable reasons the student teacher cannot be present, he or she must notify the cooperating teacher and the university supervisor using the procedures set forth by the district, the university supervisor, and the cooperating teacher.

Each day missed from either the classroom placement setting or from practicum sessions must be made up during the last week of the semester. The student teacher may not miss more than 4 days total during the semester, and all of these must be made up, regardless of the reason for the absence. There is only one exception: student teachers are permitted to miss two (2) days for job-related endeavors such as job interviews, or career fairs and are not expected to make these days up during the last week of the semester. However, these days must be scheduled and approved by the university supervisor in advance. The supervisor may require documentation of participation in the job interview or job fair as well.

Attendance must be documented on the form included at the end of this manual. It must be current at all times and available for review by the university supervisor upon request.

Clearances for Student Teachers

The University requires that all students submit current ACT 24, Act 34, Act 151, Act 114, and mandatory reporting certification reports before beginning student teaching. A copy of student teaching clearances are also on file in the office of student teaching at California University. Many school districts will not accept volunteers, field students or student teachers who cannot present a clear Act 34, Act 151 and Act 114 report.

The student teacher must present his/her required clearances to the principal or district administration upon arrival at his or her assigned school/school district.

Act 34 of 1985 Act 34 of 1985 specifies that employees of public and private school hired as of January 1, 1986 must undergo background checks.

Act 151 of 1996 Act 151 of 1996 specifies that employees of public and private schools hired as of July 1, 1996 must undergo background checks related to indicated and founded child neglect and/or abuse reports.

Act 114 of 2006 An FBI criminal history record shall be required for student teacher candidates assigned to all public and private schools, intermediate units and area vocational-technical school.

ACT 24 of 2011 – Arrest or Conviction Form PDE-6004

Act 24 adds several new crimes to the list of offenses in Section 111(e). Act 24 requires

all current school employees to complete a Pennsylvania Department of Education (“PDE”) form to report prior arrests or convictions for any offense listed in the newly expanded Section 111(e). All student teachers must submit the form, even if they do not have a record.

Mandatory Reporting Certification- On July 5, 2012, Governor Corbett signed into law Act of July 5, 2012, P.L. 1084, No. 126 Cl. 24 Session of 2012, which amended the Public School Code of 1949 to mandate that all school entities (a public school, charter school, cyber charter school, private school, nonpublic school, intermediate unit or area vocational-technical school) and independent contractors of school entities provide certain training to all employees, including contracted substitute teachers, who have direct contact with children. Direct contact with children has been defined as “the possibility of care, supervision, guidance or control of children or routine interaction with children.” The law went into effect on January 2, 2013.

The training can be accessed at www.reportabusepa.pitt.edu

Initial Practicum Sessions

The student teaching experience begins with initial practicum sessions with the Teacher Education Unit administrator and the university supervisors. During these practicum sessions the student teachers receives a complete orientation to the student teaching experience. ALL teacher candidates are required to attend these meetings before reporting to their student teaching assignment.

During this practicum, administrative details such as schedules, evaluations, meeting and other requirements and responsibilities are explained. Professional attire is expected. These practicum days are considered to be the first days of the teacher candidate professional experience.

Instructional I Certificate

The Instructional I Certificate shall be valid for 6 years of teaching in the area for which it applies. It may be converted to an Instructional II Certificate as provided by § 49.83 (relating to Instructional II) through the Pennsylvania Department of Education.

The Instructional I Certificate will be issued to applicants who:

- Possess a baccalaureate degree.
- Present evidence of successful completion of a Department-approved teacher preparation program (through California University of Pennsylvania).
- Present evidence of satisfactory achievement in assessments prescribed by the Department under
- §49.18(a) (relating to assessment).
- Receive a recommendation for certification from a college or university (California University of Pennsylvania).

Hierarchy of Problem Solving

When a student teacher has a question or an uncertainty, the following individual are consulted in the following order: the cooperating teacher, the university supervisor, the department chairperson, and the Dean.

On-going Practicum Sessions

The university supervisor schedules on-going practicum session throughout the semester. These are very important professional learning experiences. All student teachers are expected to attend each one in order to benefit from the interactive and informative nature of the sessions. In the event of an unforeseen and unavoidable circumstance and a student teacher is absent from a practicum session, he or she must consult directly with the university supervisor to discuss the nature of the make-up work.

Personal Liability Insurance

All student teachers must show evidence of Personal Liability Insurance at a minimum of \$1,000,000. Students may obtain this insurance through membership in the student PSEA.

Professional Meetings

Student teachers may attend professional meetings with the cooperating teacher provided prior approval of the university supervisor.

Receiving Compensation and Substitute Teaching

Student teachers are not permitted to accept teaching positions prior to the successful completion of the student teaching experience. Receiving compensation for student teaching is not permitted. Further, the student teacher is not a certified teacher and is not an employee of the Board of Education of the district in which he/she is assigned.

Reporting Child Abuse

In the event that a child discloses an incident of abuse to the student teacher, he/she must tell the cooperating teacher immediately. Additionally, the student teacher must notify the university supervisor of the general situation once reported.

School Board Policy

Most school boards issue policy statements regarding a variety of issues and legal matters. It is the responsibility of the student teacher to follow all district policy and procedures. Consult with the cooperating teacher for further discussion.

Selection and Placement of Student Teachers

Establishment of student teaching sites will be determined by a cooperative process involving the university and school district personnel.

After a student has been approved to do student teaching, his/her assignment to a student teaching location will be determined.

When a university supervisor deems it beneficial to the student teacher or to the student teaching program to change the assignment(s) during the semester to another location(s) and/or teacher(s), he/she shall be authorized to do so only after consulting with the Student Teaching Subcommittee of the Education Unit Oversight Committee who makes the final decision in all situations.

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

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

Strike Policy

It is the policy of the College of Education and Human Services that student teachers do not enter school sites where a work stoppage has been declared. If a work stoppage occurs in a school district where a California University student teacher has been placed, the student will be withdrawn from the site immediately.

The student teacher will be reassigned to another school as soon as feasible. The student teacher will continue in the alternate site for the remainder of his or her assignment, even if the strike is resolved.

Tb Tine Test

In compliance with Act 47 of the General Assembly of the Commonwealth of Pennsylvania, June 22, 1971, it is necessary for each student teacher to have a TB test prior to reporting to their assignment. The tuberculin skin test that is administered shall be either the Intracutaneous Mantoux test method with the two-step skin test procedure or the percutaneous multiple puncture test method. Purified Protein Derivative (PPD) is the tuberculin that is to be used for both skin test methods.

Second, a chest x-ray is no longer an approved method for screening school personnel for tuberculosis. The chest x-ray is to be used only to provide a follow-up diagnosis when skin test reveals a significant (positive) reaction.

Additionally, the regulations eliminate the requirements for repeated testing every two years. The regulations provide, however, for continuing surveillance and follow-up for those persons who are exposed to or develop symptoms of tuberculosis after the initial skin test.

Weather Emergency

Student teachers must remain informed of the procedures of the district regarding the closing or delayed opening of school due to weather.

General Expectations of Student Teachers

Advanced Planning and Preparation

The student teacher will plan and prepare for each lesson in advance, following the curriculum of the school district and the university. University supervisors provide appropriate lesson plan examples and templates. The student teacher must present lesson plans before teaching following the timeline set by the cooperating teacher and the university supervisor. Student teachers can only teach lessons that have been approved by the cooperating teacher and have been presented following the set timeline. Being unprepared to teach on an assigned day is counted as a day of absence from teaching and must be made up during the last week of the semester.

Confidentiality

Confidentiality is of utmost importance. Teacher candidates must keep confidential any information they are privy to with regard to students in their classroom and/or school including, but not limited to, grades, health issues, IEP, behavior issues, etc. Discussion regarding any aspect of the student teaching placement should be limited to the cooperating teacher and/or the university supervisor. Sharing information about students outside the student teaching placement classroom is not only unprofessional and unethical, but could also be a violation of federal law. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of the university supervisor.

The Family Educational Rights and Privacy Act (FERPA) requires public school districts to develop policies permitting parents access to their child's official school records (to age 18). The act prohibits disclosure of these records to third parties without the consent of the parent or student (beyond age 18).

Dedicated Effort

It is expected that student teachers put forth high levels of dedication to the experience throughout the entire semester. While it is understood that activities such as coaching, working, and tutoring have value, student teaching must remain a priority. Further, taking classes while student teaching is discouraged and must be approved before the semester begins. The approval process begins with the department chair.

Dress

The student teacher assumes the role of a professional and a representative of the university. Therefore, he or she must dress in a professional manner. Student teachers must adhere to cleanliness in personal grooming, and clothing must be neat and clean. Additionally, all dress is conservative in nature.

Recommended Attire:

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

Mentorship

The student teacher works directly under the mentorship of the cooperating teacher with oversight from the university supervisor. It is expected that the student teacher will spend full time in focused observations, planning, teaching, reflecting and other classroom activities. Student teachers may not be used as substitute teachers. Assignment of the student teacher to any other activities not normally assigned to the cooperating teacher can only be undertaken after consultation and approval of the university supervisor.

Pennsylvania Code of Professional Practice and Conduct for Educators

Student teachers are expected to adhere to the professional practice and conduct as set forth. The Code can be located at:

<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

Professional Behavior

Proper professional behavior must be maintained by the student teacher including appropriate behavior, observance of confidentiality, and professional attire and grooming. Unprofessional behavior is considered sufficient cause for removal from student teaching and shall be addressed by the university supervisor and the Education Unit Oversight Committee. Professional dispositions are evaluated at the mid-point of the semester using the Professional Educator Disposition Rubric.

Welcomed Guest

Remember at all times that the student teacher is a guest at the assigned school and as such receives no special privileges. Be sure to clear the use of all equipment through proper channels, beginning with the cooperating teacher. Additionally student teachers must consult with the cooperating teacher before entering the faculty room to ensure that he/she is welcomed by all.

Feedback and Evaluation

Feedback to Student Teachers

The purpose of feedback is constructive and designed to give the student teacher information in order to fine tune his or her practice. Feedback is frequent in nature, grounded in facts, and varying in format. Student teachers receive feedback from both the university supervisor and the cooperating teacher in a variety of ways including both written comments and reflective discussions.

The university supervisor gives feedback to the student teacher using CALU's Clinical Practice Tool (CPT) during each observation. The CPT is progressive in nature with clear criteria and performance

indicators organized into four domains: Planning and Preparation, Learning Environment, Instructional Delivery, and Professionalism. This feedback is used to inform the formal final evaluation by the university supervisor.

The cooperating teacher gives informal, written feedback using the Informal Feedback Report. The cooperating teacher may use the CPT to guide the observations and construct the feedback as well. This feedback is used to inform the formal final evaluation by the cooperating teacher.

In the event that a student teacher is not demonstrating adequate progress a Clinical Practice Corrective Action Plan or a Professional Disposition Corrective Action Plan is implemented based on the needed area(s) of correction and improvement. Both corrective action plans may be implemented concurrently if needed. Student teachers shall note that failure to meet the parameters of any implemented corrective action plan could result in failure of the student teaching experience.

Evaluation of Student Teaching

Evaluation is formal in nature and gives the student teacher information on the degree to which the knowledge, skills, and disposition expectations have been met. Evaluations from both the cooperating teacher and the university supervisor are based on all of the feedback given to the student teacher from sources such as the Clinical Practice Tool and accompanying reports, measures of professional disposition, and any other assignments such as action research.

The final grade for student teaching is the responsibility of the university supervisor who considers all factors described above as well as feedback from the cooperating teacher. Student teaching is assigned a *pass* or *fail* grade and documentation is recorded in the final evaluation narrative completed by the university supervisor.

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

Summary of Feedback and Evaluation Tools

Feedback may be given to the student teacher in the following ways:

- Written notes
- Comments on lesson plans
- Informal conferences
- Reflective discussions
- Clinical Practice Tool and Report
- Informal Feedback Report
- Professional Educator Disposition Rubric
- Notes and rubrics used for assignments such as action research

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

- Cooperating Teacher Mid-Semester and Final Evaluation
- University Supervisor Final Evaluation
- PDE 430 Mid-Point
- PDE 430 Final

Roles

Role of University Supervisor and Cooperating Teacher

The supervisor and cooperating teacher provide frequent, ongoing, and honest feedback to foster and support the professional growth of the student teacher. The university supervisor conducts at least four observations of the student teacher. During that time, all lesson plans, reflections, and student work samples are reviewed. The university supervisor is also the liaison between the cooperating teacher and the university and is responsible for implementation of university policy and procedures.

The cooperating teacher is often the most influential person on the student teacher's performance and provides more frequent feedback to the student teacher. He or she provides an orientation to the classroom, introduces the student teacher to other faculty and staff members of the school, interacts daily, and helps develop the specific teaching schedule and timeline for the student teacher.

To that end, the student teacher can enhance the professional relationship with the university supervisor and the cooperating teacher in the following ways:

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

Role of the Education Unit Administrator

The administrator upholds the policies and procedures of the university and oversees all functions related to student teaching. In the event that a student teacher demonstrates unsatisfactory performance, the university supervisor consults with the administrator to establish a corrective action plan. This plan may include such things as additional observations and remediation activities.

Description of Forms and Tools

All forms and tools described below are available in the following manner:

- Included in the community shell titled, "COEHS Student Teaching" in the Desire to Learn (D2L) platform;
- Emailed as attachments to each beginning student teacher each semester;
- Available upon request to the University Supervisor and the Director of Student Teaching and Field Experiences.

Clinical Practice Tool and Report

The CPT and Report is used throughout the semester by the university supervisor to give feedback regarding the student teacher's practice. In the event of unacceptable progress, a Clinical Practice Corrective Action Plan is implemented.

Professional Educator Dispositions Rubric

During the second half of the semester, the university supervisor, who may consult the cooperating teacher, uses the rubric to give student teachers feedback regarding professional dispositions. In the event of unacceptable progress, a Professional Disposition Corrective Action Plan is implemented.

University Supervisor Final Evaluation

At the conclusion of each placement, the university supervisor uses all the feedback given to the student teacher to write the final evaluation.

Informal Feedback Report

The Informal Feedback Report is used throughout the semester by the cooperating teacher to give feedback regarding the student teacher's practice. In the event of unacceptable progress, the university supervisor is contacted immediately.

Cooperating Teacher Mid-Semester and Final Evaluation

Student teachers receive an evaluation for the cooperating teacher(s) at mid-point and at the end of the semester.

Pennsylvania Statewide Evaluation Forms for Student Professional Knowledge and Practice (PDE 430)

As per PDE requirements, student teachers must earn a satisfactory rating or better on the PDE 430 at both mid-point and final of the semester.

Attendance Record

The attendance record is used to document the student teacher's absences and is included as the final page of this manual. The attendance record must be current at all times and available for review by the university supervisor as requested.

Attendance Record

The student teacher is to record every date that he/she is absent from his/her student teaching center. A brief explanation for the absence should be included.

The cooperating teacher is to sign and date the attendance record on the last day of each student teaching session.

Student Teacher's Name: _____ Semester: _____

First Placement Absences:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Cooperating Teacher's Signature: _____

Date: _____

Second Placement Absences:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Cooperating Teacher's Signature: _____

Date: _____