

East Stroudsburg University



Student Teaching Handbook

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**Message from the Dean of Education
And
Director of Field Experiences and Partnerships**

Dear Student Teachers:

Student teaching is the capstone experience of your teacher preparation program. As you prepare for your student teaching semester, you have the opportunity to synthesize the knowledge, skills, and dispositions you have learned in your teacher education program at East Stroudsburg University.

Student teaching will involve your transition from a student to a beginning educator as you will be applying what you have learned about effective practice while critically exploring the profession, as well as your identity as a teacher. Your practicum sessions will help support you through this process as you will have the opportunity to reflect on your experiences and grow as a professional.

Your student teaching experience will allow you to strengthen your ability to make reflective and deliberate decisions that support and extend the learning of all students. In doing so, you will make great strides toward having a positive impact on our profession.

As you transition from student teacher to practicing teacher in the field, remember the power and importance of our profession. Parents entrust us with the education of their children. Value this trust by continually refining your craft, collaborating with professionals in the field, and making sure that students are always at the forefront of your decisions.

We wish you well as you complete your student teaching experience and become beginning educators. You are joining ESU alumni who are among the finest professionals in the field - Rely on them and be inspired by them.

Best Regards,

Dr. Terry Barry, Dean-College of Education

Brooke K. Langan, M. Ed, Assistant to the Dean

Jill Greenwood, Interim Director of Field Experiences and Partnerships - College of Education

“The teachers of this country, one may say, have its future in their hands.”

~William James~

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Mission

The Mission of the Teacher Education Unit is to provide diverse learning experiences and dynamic collaborations that develop reflective, deliberate 21st century educators who support and extend the learning of all students in a global society.

Vision

The Teacher Education Unit's vision is that our teacher education program will be recognized for excellence in educational leadership and teacher education at the local, state and national levels by:

- *Expanding and sustaining partnerships with PreK – 12 schools and families, as well as collaborative efforts with alumni, the community, and the university.*
- *Demonstrating theory and research-based pedagogy and cutting edge technologies that advance 21st century skills including: communication, collaboration, critical thinking and creativity.*
- *Promoting an expanded understanding of diversity that meets the unique needs of every learner.*
- *Advancing safe, culturally responsive, pro-social learning environments that engage and challenge all learners.*
- *Cultivating learning communities that engage students and partners in scholarship, inquiry, and service while encouraging collaboration and life-long learning.*
- *Pursuing a diverse faculty and student body that reflect 21st century classrooms.*



Philosophy

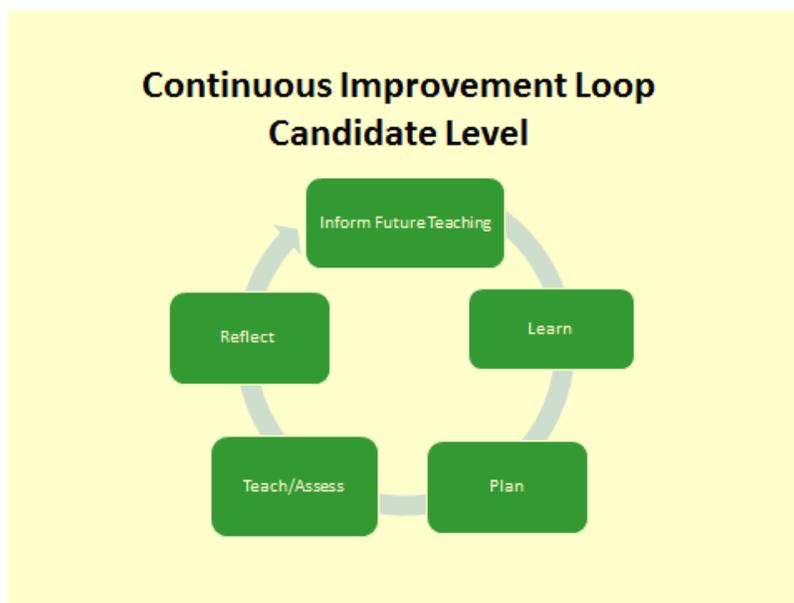
The philosophy of the Teacher Education Unit is that East Stroudsburg University (ESU) is dedicated to developing beginning educators who are reflective and deliberate decision makers. To accomplish this goal, ESU will develop educators who link theory to practice, honor diversity, integrate technology, demonstrate appropriate dispositions, observe and teach in collaborative educational settings, and reflect on both their knowledge and their teaching in a global context. This philosophy, directly underpinned by the mission and vision statements, is reflected in the following commitment statements:

- *Determine, articulate, and integrate essential content within and across disciplines.*
- *Use creative and critical thinking skills to pose problems, find solutions, and interpret information.*
- *Communicate effectively using written, oral, and nonverbal communication with students, colleagues, parents, and the larger community.*
- *Build upon the learners' experiences, developmental levels, intelligences, learning styles, cultural backgrounds, abilities, and interests.*
- *Create positive, pro-social learning environments that honor, challenge, and engage learners.*
- *Plan, implement, and assess instruction that is congruent with the identified outcomes and differentiated according to the needs of learners.*
- *Use a repertoire of appropriate strategies to stimulate, refine, and promote student achievement.*
- *Integrate a variety of effective teaching tools, including instructional technology, to maximize learning.*
- *Collaborate actively with colleagues, families, and other educational advocates for the benefit of the learner.*
- *Exhibit professionalism through a coherent set of ethical behaviors, lifelong learning, and advocacy for the teaching profession.*

Goals

The Teacher Education Unit recognizes teaching as both an art and a science. As such, educators must continually evaluate their instruction in an effort to improve practice. The Teacher Education Unit's goals integrate its vision, mission, and philosophy for the purpose of continuous improvement. This begins at the student level as candidates learn, plan, teach, assess, and reflect. Their reflections serve not only as insights, but also as stimuli for improvement. Candidates use their reflections to inform future teaching. The Continuous Improvement Loop is illustrated below:

Continuous Improvement Loop – Candidate Level



Student Teaching Placement

The Office of Field Experiences and Partnerships coordinates student teaching assignments once students have been screened by their departments. To secure a student teaching assignment, students should apply for an assignment one year prior to the start of their student teaching semester. The Office of Field Experience and Partnerships will conduct two application meetings (October for fall placements and February for spring placements) for this purpose. At this meeting, students must: 1) complete a Student Teaching Placement Card; 2) sign a Student Teaching Documents Contract; and 3) submit an Application for Student Teaching via Tk20.

Student Teaching Placement Card:

It is important to accurately fill out the student teaching placement card because this information is used to secure appropriate placements. Using these cards, students will be asked to prioritize the regions for their student teaching placement. While every attempt will be made to secure a first priority placement, please understand that the precise location of a placement cannot be guaranteed. When selecting placement locations, students should consider where they will be residing during their student teaching semester and travel arrangements to and from their student teaching site. Students generally will not be placed in schools that they have attended or where relatives are employed.

The Student Teaching Placement Card also contains important contact information. It is important to make sure that this information is accurate as it will be used to cross-reference our records and contact you should there be a question concerning placement. A sample of the student teaching placement card below:

Figure 2 – Student Teaching Placement Card

	FALL _____	SPRING _____
Middle Level _____	Student ID _____	Content _____
(Last name)	(First name)	HS Graduated/Year _____
Address while student teaching *	(City)	(State) (Zip) (Cell Number)
(Home Telephone number)	(ESU email)	Alternate e-mail address
1 st Regional Preference *	2 nd Regional Preference *	3 rd Regional Preference*
School district(s) with immediate relatives (spouse, parent, child) _____		
**Do you have a car? _____ If yes, would you like to offer carpool? If no, do you need to carpool? If you have a carpool, list the names of students on the back.		
*(There are no guarantees that you will be placed near this address.)		
<small>**The student teacher will have to provide for his/her own reliable transportation, and assignments <i>will not be changed</i> once they are contracted with the assigners, principals and cooperating teachers based upon transportation issues. You MUST select three different regions</small>		
<small>If you have a particularly complicated situations or specific needs or concerns you can discuss placements with the Interim Associate Dean prior to approval from a District, however, <i>students may not arrange for a placement on their own.</i></small>		

Clearances

Pennsylvania Law, Act 114 requires that all individuals having contact with children in public and private schools, **including student teachers**, complete background clearances in order to help ensure the safety and welfare of the children and young adults they serve. **These clearances must be valid throughout the student teaching semester(s).** These clearances include Act 34, Act 151, Federal Criminal History Report, Act 24, and Tuberculosis Test clearance. In addition to these clearances, East Stroudsburg University also requires PSEA membership, Mandated Reporter training, identification, passing Praxis/Pearson test scores, and minimum GPA by major.

Act 34:

Act 34, the Pennsylvania State Police Background check, reviews criminal records within the Commonwealth of Pennsylvania. The Pennsylvania State Police have established a web-based application called “Pennsylvania Access to Criminal History,” (PATCH). Application for an Act 34 clearance costs \$22.00 but may be obtained as a “volunteer” for \$0.00. This clearance may be accessed via the following website: <https://epatch.state.pa.us/Home.jsp>. Applicants generally receive their clearances immediately. **The clearance should be saved as a pdf file, printed, copied, and turned into the Office of Field Experience and Partnerships with all other clearances in Stroud 214.**

Act 151:

Act 151, the Pennsylvania Child Abuse History Clearance application is available online at <https://www.compass.state.pa.us/CWIS> and the cost is \$13.00. Creating an account and submitting your clearance application online will give you access to your results within a few days. As its name implies, this Act checks for any record related to child abuse. **The clearance should be saved as a pdf file, printed, copied, and turned into the Office of Field Experience and Partnerships with all other clearances in Stroud 214.**

Federal Criminal History Report (FBI Rap Sheet):

A Federal Criminal History Report is required for all prospective employees, **student teacher candidates**, contractors, and their employees who have contact with children in the schools of the Commonwealth of Pennsylvania. Accordingly, all student teachers must also attain a Federal Criminal History Report to student teach. The cost of this report is \$23.85. This report may be

accessed online (<https://www.identogo.com/services/live-scan-fingerprinting>); however, fingerprints must be taken at an approved location, based on the zip code you provided during registration. **Once this report is attained, student teachers should ask for a print-out of their RAP Sheet at the Office of Field Experiences and Partnerships. We will provide you with a personal copy as well as a copy to be turned into our office with all of your other clearances.**

Act 24:

Act 24 forms are available outside of the Office of Field Experiences and Partnerships. There is no cost for this form. This form is also available at

<http://www.education.pa.gov/Documents/Teachers-Administrators/Background%20Checks/Arrest%20or%20Conviction%20form.pdf>

The clearance should be saved as a pdf file, printed, copied, and turned into the Office of Field Experience and Partnerships with all other clearances in Stroud 214.

Tuberculosis Test:

Pennsylvania law requires all individuals working in schools, **including student teachers**, to provide evidence of a current negative test for tuberculosis (within three months of student teaching). **This document must include the name and address of the physician, date administered, date read, manufacture's number, and signature.** Students may go to the East Stroudsburg University Health Center for their tuberculosis test. The cost of this test is dependent on where it is given. The University Health Center also offers TB Test clinics during the beginning of each semester. Please contact the University Health Center or the Field Experience Office for dates. **Once documentation of this test is received with the appropriate information (outlined above) it must be copied, and turned into the Office of Field Experience and Partnerships with all other clearances in Stroud 214.** X rays are good for 5 years.

PSEA Membership Card:

Student teachers must maintain liability insurance via a PSEA membership. PSEA membership insures student teachers up to \$1,000,000. PSEA student membership costs \$30/year and may be attained through the following website: <http://www.psea.org/students.aspx?id=154>. **A copy of the**

PSEA membership card should be saved as a pdf file, printed, copied, and turned into the Office of Field Experience and Partnerships with all other clearances in Stroud 214.

Mandated Reporting: register for course online and note the username and password you create.
www.reportabusepa.pitt.edu

Picture Identification:

A valid picture Identification is required for student teaching. Students should scan their East Stroudsburg University identification or valid driver's license, save it as a pdf file, **print, copy, and turn it into the Office of Field Experience and Partnerships with all other clearances in Stroud 214.**

Praxis/Pearson Tests:

Act 168 requires an assessment of basic skills to be completed by preparation candidates prior to entry into a Pennsylvania baccalaureate teacher preparation program. Student teachers must pass the appropriate Praxis/Pearson Tests as required by their major. Passing scores will be verified by each student's advisor and checked through the Office of Field Experiences and Partnerships.

Quality Point Average (QPA):

Student teachers must maintain an appropriate QPA as designated by each major's department. The QPA will be viewed by each student's advisor and checked through the Office of Field Experiences and Partnerships.

Student Teaching Documents Contract

As noted above, by Pennsylvania State law and East Stroudsburg University policy, student teaching candidates must complete a number of qualifications in order to secure a student teaching assignment. These items are of such importance, that a contract, outlining each student's understanding of their responsibilities related to these items, must be signed at the application meeting (approximately one year prior to student teaching). As such, students will have nearly one year to secure the documents outlined below; however (since many documents are only valid for one year), students should make sure that these documents remain valid throughout their entire student teaching assignment. This contract is outlined on the following page:





Student Teaching Document Contract

Office of Field Experience and Partnerships
214 Stroud Hall
200 Prospect Street
East Stroudsburg, PA 18301
(570) 422-3471

I understand that it is my responsibility to furnish the Office of Field Experiences and Partnerships “copies” of the documents outlined below in person by ***November 1st for spring placement and by August 1st for fall placement or I may forfeit my student teaching placement.***

1. Clearances (must be valid during all student teaching placements):
 - a. Act 24 Arrest/Conviction Report and Certification Form
 - b. Act 34 Pennsylvania State Police (Criminal Record Clearance)
 - c. Act 151 Pennsylvania Child Abuse Clearance
 - d. Federal Bureau of Investigation – FBI (Finger Print – Rap Sheet)

2. (TB) Tuberculosis Test - The results from the test must be on letterhead from the Doctor’s office and must be read within 48 hours of the test administration. ***The documentation must include physician’s signature, date administered, date read, manufacturer name, and lot number). The test needs to be administered within 3 months of your student teacher assignment.***

3. Copy of current PSEA Membership Card
4. Mandated Reporter Certificate
5. Copy of Picture Identification (Student ID or Driver License)
6. Appropriate GPA by major (2.8 H.P.E. and Secondary; 3.0 all others)
7. You need to have passing Praxis and/or Pearson scores, completed course work, and have been approved by your department and advisor prior to March 1st (fall placement) or November 1st (spring placement).

Print Name: _____

Cell Phone: _____

Email: _____

Signature: _____ Date: _____

As outlined on the Student Teaching Documents Contract, candidates must supply the following documents to the Office of Field Experiences and Partnerships in person (by August 1 for fall candidates and by November 30 for spring candidates): Act 34 Clearance; Act 151 Clearance; Act 24 Clearance, Federal Criminal History Report (FBI Rap Sheet); Tuberculosis Test; Copy of current PSEA Membership Card; Mandated Reporter Certificate; Copy of Picture Identification; appropriate QPA as defined by major (2.8 H.P.E. and Secondary, 3.0 all others); appropriate coursework as verified by an advisor, and passing Praxis/Pearson scores as required by each program (the Praxis/Pearson tests must be passed by August 1 for fall semester placement and by November 30 for spring semester placement or a student teaching placement will not be made).

Infractions Appeals Process

Students who have an infraction on their clearances must meet with their Academic Advisor, Department Chairperson, or the Director of Field Experience and Partnerships to initiate the appeals process.

After reviewing the infraction(s) with the Director of Field Experiences and Partnerships, the student must submit the following: 1) clearance report identifying the infraction, 2) copies of court records regarding the infraction, 3) documentation related to the student's involvement in rehabilitation, community service, or other personal endeavors that reflect positively on the situation, 4) three letters of testimony or recommendation from community members, employers, and faculty that provide character reference, and 5) a personal letter of appeal.

The appeals committee will review the documentation provided by the perspective student teacher. The appeals committee may interview the student teacher. The appeals committee will render a decision regarding the student's approval to student teach within one month of the appeal submission. If the student's appeal is denied, he/she will receive written notification regarding dismissal from the program. If the student's appeal is approved, he/she receive written notification of the conditions for approval. Since many school districts will not accept students with infractions, placement location cannot be guaranteed.

Beginning Educator Outcomes

The TEU's BEOs are directly aligned with its mission and vision. Accordingly, the BEOs are designed to develop beginning educators who are creative, knowledgeable, and reflective by providing evidence-based practices and diverse, authentic field experiences that continually improve teaching, learning and leading.

Accordingly, the BEOs provide a mechanism for program alignment that further fulfills its mission. The BEOs provide a framework for ensuring that instruction and field experiences are evidence-based, authentic, and diverse. The TEU's BEOs are also aligned with its unit-wide assessment infrastructure. Consequently, performance data related to each BEO (and the standard[s] each aligns to) is organized for analysis by the unit and disaggregated for analysis by individual programs. Using this strategy, the unit's data analysis (TEU Meetings) informs the programmatic and instructional decisions that form the foundation of the continuous improvement of the Unit and all programs within it.

Beginning Educator Outcomes

Domain 1: Planning and Preparation

Effective teacher candidates plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teacher candidates work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

BEO 1: Demonstrating knowledge of content and pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisites to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the pedagogical approaches that are most suited for each lesson's success.

BEO2: Demonstrating knowledge of students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns of cognitive, social, and emotional developmental stages typical of different groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. Individual students must be considered when planning lessons as each has individual needs (special education, language, work or co-curricular involvement, home-life, etc.).

BEO 3: Setting instructional outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. In so far as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed.

BEO 4: Demonstrating knowledge of resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those

available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

BEO 5: Designing coherent instruction

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state (standards), district (curriculum), and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.

BEO 6: Designing student assessment

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ELL student, for example, may need an alternative method of assessment to allow demonstration and understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and are used by students and teachers to monitor progress toward desired outcomes.

Domain 2: The classroom environment

Effective teacher candidates organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/ available.

BEO 7: Creating an environment of respect and rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat on another.

BEO 8: Establishing a culture for learning

A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense of what is happening there is important.

BEO 9: Managing classroom procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The

establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.”

BEO 10: Managing student behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

BEO 11: Organizing physical space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe and all students must be able to see and hear what is going on so that they can participate actively. Both teacher and students make effective use of computers and other technologies.

Domain 3: Instruction

All students are highly engaged in learning and make significant contributions to the success of the class through participating in equitable discussions, active involvement in their learning and the learning of others. Students and the teacher candidate work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teacher candidates recognize their responsibility for student learning in all

circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

BEO 12: Communicating with students

Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, and clarity.

BEO 13: Questioning and discussion techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework; this fact reflects the central importance of this practice. Questioning and discussion are techniques that are used to deepen student understanding rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views.

BEO 14: Engaging students in learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy” nor are they “on-task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. This is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns and the like. A lesson in which students are engaged usually has a discernable structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves.

BEO 15: Using assessment in instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction, it is now recognized to be an integral part of instruction. While assessment for

learning is important, it has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purpose of instruction, teachers must have their fingers “on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

BEO 16: Demonstrating flexibility and responsiveness

Flexibility and responsiveness refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most skilled and best-prepared teachers will, on occasion, find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with setbacks.

Domain 4: Professional dispositions and Pennsylvania Code of Professional Conduct

Effective teacher candidates have high ethical standards and a deep sense of professionalism. They use integrated systems for using student learning data, record keeping and communicating with families clearly, timely, and with cultural sensitivity. They assume leadership roles in both school and university projects, and engage in a wide-range of professional development activities. Reflecting on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and learning in ways that are respectful and responsive to the needs and backgrounds of co-workers and learners alike. The Pennsylvania Department of Education places a premium on professional conduct and outlines such in a Code of Professional conduct for Educators – All teacher candidates are expected to understand and abide by this code. Furthermore, candidates will take note that the Dispositions Assessment is the only unit-wide assessment that is not scaffolded – in other words, candidates are expected to maintain high levels of professionalism at all times as they are role models for their students and the population at large.

BEO 17: Professional responsibilities

As outlined in the TEU’s Disposition Assessment, all teacher candidates are expected to maintain a commitment to professionalism by demonstrating the following ideals: a. Values lifelong learning and knowledge, b. Values diversity, c. Values collaboration, d. Values professionalism, and e. Values personal integrity.

Professional Dispositions

Understanding the impact that professional dispositions have on instructional effectiveness, East Stroudsburg University’s teacher education program evaluates the dispositions of its candidates throughout its program. These evaluations consist of self-assessments, faculty-assessments, host teacher-assessments, supervisor-assessments, and cooperating teacher assessments. Through these lenses, teacher education candidates can evaluate and refine their dispositions. **Checkpoint 5 is conducted during student teaching.**

**East Stroudsburg University
Professional Dispositions
+
Pennsylvania Code of Professional Practice and Conduct**

Professional Responsibilities				
Effective teacher candidates have high ethical standards and a deep sense of professionalism. They use integrated systems for using student learning data, record keeping and communicating with families clearly, timely, and with cultural sensitivity. They assume leadership roles in both school and universities projects, and engage in a wide-range of professional development activities. Reflecting on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and learning in ways that are respectful and responsive to the needs and backgrounds of co-workers and learners alike.				
1. Values lifelong learning and knowledge				
Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
I.a. Engagement	<p>The candidate:</p> <ul style="list-style-type: none"> • Is inattentive • Rarely participates • Constantly needs to be reminded to stay on task • Intentionally distracts others from learning • Is reluctant to take initiative in field experiences, classroom activities or discussions • Fails to make-up missed work • Does not attend class on a regular basis or is late often • Displays negative attitude towards involvement 	<p>The candidate:</p> <ul style="list-style-type: none"> • Occasionally is inattentive • Occasionally participates • May inadvertently distract others • Occasionally takes initiative in field experiences, classroom activities or discussions • Does only what is required • Avoids challenging work • Makes up missed work when reminded • Generally displays a positive attitude towards involvement 	<p>The candidate:</p> <ul style="list-style-type: none"> • Pays attention • Consistently participates • Takes initiative in field experiences or in classroom activities or discussions • Engages in challenging work • Makes up missed work promptly • Attends class on a regular basis • Displays a positive attitude toward involvement 	<p>The candidate:</p> <ul style="list-style-type: none"> • Intently focuses on subject matter • Actively participates which enhances the learning experience for others • Consistently shows initiative in class or field experiences • Embraces challenging work • Makes arrangements to make up assignments prior to absences and completes missed work • Displays a positive attitude toward involvement that is engaging to other participants.

Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
1.b. Self-reflection and critical thinking	<p>The candidate:</p> <ul style="list-style-type: none"> • Avoids self-reflection or is unable to self-reflect for growth • Reacts defensively to suggestions • Wants explicit instruction on what to do • Cannot handle ambiguity 	<p>The candidate:</p> <ul style="list-style-type: none"> • Superficially self-reflects • Hears yet dismisses suggestions • Occasionally requests instruction on what to do • Appears interested by other points of view but has trouble acting on them 	<p>The candidate:</p> <ul style="list-style-type: none"> • Self-reflects for growth • Responds to suggestions and acts upon them • Rarely needs to have explicit instructions • Invites and acts on multiple perspectives 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is committed to self-reflection • Seeks out suggestions for growth • Articulates multiple perspectives independently

2. Values Diversity				
Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
2.a. Relationships with others	<p>The Candidate:</p> <ul style="list-style-type: none"> • Avoids those who present viewpoints or experiences that differ from his/her own (PA Code Section 4) • Participates in the inequitable treatment of students, fellow educators and parents. (PA Code Section 4, 8) • Participates in the use of negative stereotypes and language in interactions with others • Acts on the belief that not all children can learn (PA Code Section 4, 8) • Is unaware or unwilling to reflect upon own knowledge, skills and dispositions concerning diversity thereby preventing change or growth 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite, courteous and professional manner • Does not intervene when others exhibit inconsistent or equitable treatment of students, fellow educators and parents (PA Code Section 4, 8) • Does not intervene when others use negative stereotypes and language in interactions with others • Is conflicted about the belief that all children can learn (PA Code Section 4, 8) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Works constructively with others of different backgrounds and viewpoints (PA Code Section 4) • Exhibits consistent and equitable treatment of students, fellow educators and parents (PA Code Section 4,8) • Voices discomfort with other's use of negative stereotypes and language in interactions with others. • Believes that all children can learn (PA Code Section 4, 8) • Analyzes own knowledge, skills and dispositions concerning diversity to grow personally and professionally (PA Code Section 4, 8) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Actively seeks opportunities to work and interact with those of different backgrounds (PA Code Section 4) • Confronts inequitable treatment of students, fellow educators, and parents (PA Code Section 4, 8) • Confronts use of negative stereotypes and language in interactions with others and promotes pro-social behavior (PA Code Section 4,8) • Acts on the belief that all children can learn and sets challenging expectations • Serves as an advocate for the benefits of diversity based on own growth (PA Code Section 4,8)

3. Values Collaboration				
Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
3.a. Working with Individuals or Groups	<p>The Candidate:</p> <ul style="list-style-type: none"> • Shows little or no regard for other people or their ideas • Puts forth little or no effort to do a fair share of the work • Demonstrates no initiative within collaborative settings 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Accepts ideas of others • Conforms to assigned roles, only doing the minimum required amount of the work • Demonstrates limited initiative within collaborative settings 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Incorporates ideas of others to promote group success • Contributes ideas and effort to the group • Within collaborative setting, takes initiatives with group responsibilities, completing them in a timely manner 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Encourages the use of ideas from all to ensure success for the group • Actively promotes group goals through collaborative efforts • Takes a leadership position and promotes completion of tasks by group members
3.b. Communicating Across Groups	<p>The Candidate:</p> <ul style="list-style-type: none"> • Avoids conversations or is argumentative or defensive with professionals, families and/or community members 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Attends to conversations with peers, professionals, families and/or community members. 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Willingly and consistently participates in conversations with peers, professionals, families and/or community members 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Actively facilitates conversations with peers, professionals, families and/or community members

4. Values Professionalism				
Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
4.a. Preparation	<p>The Candidate:</p> <ul style="list-style-type: none"> Is unreliable and tardy in completing work Completes the work without attention to quality, clarity or adequate preparation Fails to notify instructor/supervisor before absence/tardiness 	<p>The Candidate:</p> <ul style="list-style-type: none"> Is usually punctual and reliable in completing work Completes the work to meet minimum requirements for quality, clarity or adequate preparation Notifies instructor/supervisor before absence/tardiness 	<p>The Candidate:</p> <ul style="list-style-type: none"> Is punctual and reliable in completing work Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work Usually makes prior arrangements with instructor/supervisor when absence is necessary 	<p>The Candidate:</p> <ul style="list-style-type: none"> Completes work before deadlines Completes work of exceptional quality with evidence of personal reflection, revision, initiative and creativity Always makes prior arrangements with instructor/supervisor when absence is necessary
4.b. Polies and Procedures	<p>The Candidate:</p> <ul style="list-style-type: none"> Has no knowledge of the Public School Code of 1949 (PA Code Section 4) Sometimes disregards known policies or restrictions (PA Code Sections 5, 6) Sometimes wants exceptions to be made for him/herself (PA Code 5, 6) Sometimes tries to circumvent established rules (e.g. appearance behavior, attendance, language) 	<p>The Candidate:</p> <ul style="list-style-type: none"> Has limited knowledge of the Public School Code of 1949 (PA Code Section 4) Usually follows rules and policies without having to be reminded by others (PA Code Section 5, 6) When reminded about breaches of rules or policies, accepts them and does not attempt to circumvent 	<p>The Candidate:</p> <ul style="list-style-type: none"> Is knowledgeable of the Public School Code of 1949 (PA Code Section 4) Follows rules and policies consistently and accepts responsibility for personally following them (e.g., appearance, attendance, language, etc.) (PA Code Section 5, 6) Shares concerns about rules with appropriate parties but honors them 	<p>The Candidate:</p> <ul style="list-style-type: none"> Has an in-depth understanding of the School Code of 1949 (PA Code Section 4) Follows rules and policies and encourages others to respect them (PA Code Section 5, 6) Shows exemplary patterns of behavior with respect to rules and policies (PA Code Section 5, 6) Shares concerns about rules with appropriate parties, facilitates dialogue for making changes and is proactive in offering solutions
4.c. Professional Development	<p>The Candidate:</p> <ul style="list-style-type: none"> Shows no interest in pursuing a personal plan for professional growth and competence (PA Code Section 4) Ignores opportunities for development when they arise Has not created a plan for professional growth 	<p>The Candidate:</p> <ul style="list-style-type: none"> Shows limited interest in pursuing a personal plan for professional growth and competence (PA Code Section 4) Limits participation in professional development to required activities Has created a cursory plan for professional growth 	<p>The Candidate:</p> <ul style="list-style-type: none"> Seeks out opportunities as part of a personal plan for professional growth and competence (PA Code Section 4) Is active in professional development; for example, is an active member of a professional organization, attends professional activities, and/or volunteers for service Has created a plan for professional growth 	<p>The Candidate:</p> <ul style="list-style-type: none"> Maintains and continuously revisits a personal plan for professional growth and competence (PA Code Section 4) Is highly engaged in professional development; for example, provides leadership and/or is an advocate for individual students or the teaching profession Has enacted a plan for professional growth

5. Values Personal Integrity				
Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
5.a. Emotional Maturity	<p>The Candidate:</p> <ul style="list-style-type: none"> • Demonstrates a pattern of losing control of emotions, showing outbursts of anger or disrespect toward peers or others • Avoids personal responsibility for his/her emotions and behaviors, blaming others or outside circumstances for loss of emotional control • Consistently exhibits unacceptable language and communication skills (PA Code Section 4) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Is susceptible to losing control of emotions in isolated circumstances • Accepts personal responsibility for his/her actions and works toward developing more appropriate responses • Exhibits inconsistent acceptable and professional language and communications skills (PA Code Section 4) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Maintains control of emotions, except under rare circumstances • Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control • Exhibits acceptable and professional language and communication skills (written/verbal) (PA Code Section 4) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Maintains control of emotions regardless of circumstances • Accepts complete responsibility for actions, employing effective conflict resolution strategies • Consistently exhibits acceptable and professional language and communication skills (written/verbal) (PA Code Section 4)
5.b. Ethical Behavior	<p>The Candidate:</p> <ul style="list-style-type: none"> • Displays a pattern of dishonest or deceitful behavior • Deliberately lies for personal advantage • Betrays confidences (PA Code Section 4) • Does not treat others fairly and equitably (PA Code Section 4) • Does not exert reasonable effort to protect others from conditions that interfere with learning or are harmful to their health (PA Code Section 4) • Does not maintain professional relationships with students and colleagues (PA Code Section 10, 11) • Does not demonstrate principles of good citizenship and societal responsibility • Accepts gifts, gratuities or exploits relationships for personal gain (PA Code Section 9) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Is truthful and honest in dealing with others except in minor and isolated circumstances • Strives to be trustworthy and keep his/her word • Inconsistently maintains confidentiality (PA Code Section 4) • Usually treats others fairly and equitably (PA Code Section 4) • Usually exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety (PA Code Section 4) • Maintains inconsistent professional relationships with students and colleagues (PA Code Section 10, 11) • Demonstrates principles of good citizenship and societal responsibility at a minimal level (PA Code Section 4) • Does not consider the impact of gifts, gratuities or relationships on professionalism (PA Code Section 4) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Is truthful and honest in dealing with others • Shows integrity when faced with challenging situations • Maintains confidentiality (PA Code Section 4) • Exhibits consistent and equitable treatment of others (PA Code Section 4) • Exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety (PA Code Section 4) • Maintains professional relationships with students and colleagues (PA Code Section 10, 11) • Demonstrates principles of good citizenship and societal responsibility (PA Code Section 4) • Does not accept gifts or gratuity or exploit professional relationships for personal gain (PA Code Section 9) 	<p>The Candidate:</p> <ul style="list-style-type: none"> • Has an impeccable reputation for always being truthful and honest in dealing with others • Described as a model of integrity • Maintains confidentiality (PA Code Section 4) • Demonstrates and advocates for equitable treatment of others (PA Code Section 4) • Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety (PA Code Section 4) • Maintains professional relationships with students and colleagues and protects others from unprofessional relationships with students and colleagues (PA Code Section 10, 11) • Exemplifies principles of good citizenship and societal responsibility (PA Code Section 4) • Does not accept gifts, gratuity or relationships for personal gain and intervenes should others try to (PA Code Section 9)

East Stroudsburg University’s procedures related to dispositions are grounded in the belief that positive dispositions are developed through self-reflection, external feedback, and experience. Accordingly, dispositions are required of all teacher candidates at the following times (additional dispositions are encouraged if needed):

Teacher Education Unit (TEU) Checkpoints

PDE Stage 1 Field Experience	PDE Stage 2 Field Experience	Must be screened and TEC approved to move forward	PDE Stage 3 Field Experience	PDE Stage 4 Field Experience Student Teaching		
Checkpoint 1	Checkpoint 2		Checkpoint 3	Checkpoint 4	Checkpoint 5	
Screening + TEC Approval (48-60 credits)	Methods 1		Methods 2	Student Teaching 1	Student Teaching 2	
Basic Skills English (2) Math (2)	PATCEA (Modified + Scaffolded) Mentor + Faculty		PATCEA (Scaffolded) Mentor + Faculty	PATCEA (full) Coop + Faculty	PATCEA (full) Coop and Faculty	
2.8/3.0 GPA (department specific)	SLO (Introduction) Faculty		SLO (Scaffolded) Faculty	SLO* (full) Faculty	Or	SLO* (full) Faculty
TK20 + Clearances	ITA (Modified + Scaffolded) Mentor/Faculty		ITA (Scaffolded) Mentor + Faculty	ITA (Full) Coop + Faculty		ITA (Full) Coop + Faculty
Disposition (full) Self-Assessment	Dispositions (full) Faculty + Mentor		Dispositions (full) Faculty + Mentor	Dispositions* (full) Faculty + Coop	Or	Dispositions* (full) Faculty + Coop

**Unless specified by a program, the Dispositions will be conducted during Checkpoint 4 and the SLO will be conducted during Checkpoint 5 for student teaching.*

Disposition Remediation Plan:

1st Unsatisfactory: If a student receives an unsatisfactory rating in any category, the student will get a letter from the Dean of the College of Education (with copies to all program academic advisor and chairs) advising the student to develop a plan with their advisor to address the area of concern. If this rating occurs during student teaching, the remediation plan will be made with the university supervisor instead of the academic advisory.

2nd Unsatisfactory: If a student receives a 2nd and subsequent unsatisfactory rating in any category, the student will meet with the Director of Field Experiences and Partnerships and a remediation contract will be developed in conjunction the student's academic advisor or supervisor (if student teaching). Copies of the contract will be distributed to the program academic advisors and chairs, as well as the Dean of the College of Education.

3rd Unsatisfactory: If a student receives a 3rd and subsequent unsatisfactory rating in any category, the student will meet with the Dean of the College of Education to discuss the implications for their future success as an educator and may be removed from the program.

***If a faculty member wishes to complete a Dispositions Assessment to document a specific incident or concern, they should contact the Director of Field Experiences and Partnerships and a report should be filed through Tk20. This Dispositions Assessment does not have to coincide with a checkpoint.**



The Role and Responsibilities of the Student Teacher

The clinical experience is the capstone experience of our teacher education program. Therefore, this time should be viewed as a critical stage in the transition from a university student to a practicing teacher. Candidates should be prepared to commit themselves to this challenge.

Your role is that of a student [demonstrating your knowledge and ability to demonstrate East Stroudsburg University's Beginning Educator Outcomes] and a teacher [establishing relationships with your cooperating teacher, university supervisor(s), your students and their families]. In this role, it is important to understand the role of constructive criticism, the responsibility of educating children, and the trust families place in you as a teacher. Above all, you should consider your student teaching experience as an opportunity to refine your skills as an educator in an effort to secure employment after graduation.

While student teaching, candidates must successfully complete unit-wide performance assessments [established by East Stroudsburg University's Teacher Education Unit (TEU)] and department-level performance assessments [established by each department].

Unit-wide Assessments:

Unit-wide assessments are those assessments conducted with all student teachers. These assessments include 1) Pennsylvania Teacher Candidate Effectiveness Assessment (PATCEA) 2) Student Learning Objectives (SLO), 3) Instructional Technology Assessment (ITA), 4) Dispositions and 5) The Pennsylvania Department of Education - PDE430.

INSERT PATCEA

INSERT SLO

INSERT ITA

Dispositions Assessment:

Understanding the impact that professional dispositions have on instructional effectiveness, East Stroudsburg University's teacher education program evaluates the dispositions of its candidates throughout its program. During student teaching, the university supervisor, the cooperating teacher, and the student teacher complete a disposition assessment each quarter. As such, the student teacher receives four Disposition Assessments during their student teaching semester. The dispositions rubric can be found on [page 16](#).

Pennsylvania Department of Education PDE 430

The PDE 430 form is submitted to the Pennsylvania Department of Education as part of the official recommendation by East Stroudsburg University for instructional certification. As such, it is important to familiarize yourself with this evaluation prior to student teaching. The PDE 430 is used to evaluate performance in four major categories: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. Your University Supervisor will evaluate you using the PDE 430 at the conclusion of each student teaching assignment. A satisfactory rating of a (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases for certification. This form is outlined on the following page.



Student/Candidate's Last Name

First

Middle

123-45-6789

Social Security Number

Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work (BEO B4c; B5b; C8d)
- Attention to equitable learning opportunities for students (BEO B4a)
- Appropriate interactions between teacher and students and among students (BEO B3c; B4c; D11a,b)
- Effective classroom routines and procedures resulting in little or no loss of instructional time (BEO 3b; B4d; C7e)
- Clear standards of conduct and effective management of student behavior (BEO B4b,c,d)
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher (BEO B4b; B4e; D11b)
- Ability to establish and maintain rapport with students (BEO B3c,e; B4; D11b)

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|--|--------------|--|-----|
| <input type="checkbox"/> Classroom Observations
430-A | See Attached | <input type="checkbox"/> Visual Technology | See |
| <input type="checkbox"/> Informal Observations/Visits
430-A | See Attached | Attached 430-A | |
| <input type="checkbox"/> Student Teacher/Candidate
430-A | See Attached | Attached 430-A | See |
| <input type="checkbox"/> Interviews
430-A | See Attached | Attached 430-A | See |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

123-45-6789

Social Security Number

Category III – Instructional Delivery – Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery (BEO A2; C7c,d)
- Instructional goals reflecting Pennsylvania K-12 standards (BEO C7a,b,c,d)
- Communication of procedures and clear explanations of content (BEO A2c; B3f)
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs (BEO b5a,b,c; C7c)
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|-----|--|-------------------|
| <input type="checkbox"/> Classroom Observations | See | <input type="checkbox"/> Student Assignment Sheets | See Attached 430- |
| Attached 430-A | | A | |
| <input type="checkbox"/> Informal Observations/Visits | See | <input type="checkbox"/> Student Work | See Attached 430- |
| Attached 430-A | | A | |
| <input type="checkbox"/> Assessment Materials | See | <input type="checkbox"/> Instructional Resources/ | See Attached 430- |
| Attached 430-A | | A | |
| <input type="checkbox"/> Student Teacher/Candidate | See | Materials/Technology | |
| Attached 430-A | | <input type="checkbox"/> Other | See Attached 430- |
| Interviews | | A | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

Student/Candidate's Last Name
Number

First

Middle

123-45-6789
Social Security

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

<input type="checkbox"/> Classroom Observations	See	<input type="checkbox"/> Student Assignment Sheets	See Attached
Attached 430-A		430-A	
<input type="checkbox"/> Informal Observations/Visits	See	<input type="checkbox"/> Student Work	See Attached
Attached 430-A		430-A	
<input type="checkbox"/> Assessment Materials	See	<input type="checkbox"/> Instructional Resources/Materials/	See Attached
Attached 430-A		430-A	
<input type="checkbox"/> Student Teacher Interviews	See	Technology	
Attached 430-A		<input type="checkbox"/> Other	See Attached
<input type="checkbox"/> Written Documentation	See	430-A	
Attached 430-A			

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

Departmental Assessments

As noted on page 21, student teachers are responsible for the Unit-wide Assessments; however, they are also responsible for Departmental Assessments. Therefore, in addition all Unit-wide Assessments, it is important to gain a full understanding of the expectations each department requires as well. Working in concert, the Teacher Education Unit and each department(s) strive to ensure that the student teaching experience is rich in experience and also reflective of the demands educators face on a daily basis.

Professional Development Practicums

During the student teaching semester student teachers are also required to attend five Professional Development Practicum sessions. The purpose of the Practicums are to provide student teachers with an opportunity to collaborate with supervisor(s), attend department-specific professional development sessions, and take part in unit-wide professional development sessions designed to address the needs of all student teachers. Attendance at Practicum sessions is **mandatory** and since practicum is part of the professional experience, students teachers are expected to dress professionally.

The practicum events are designed by university supervisors, education departments and the Office of Field Experiences and Partnerships. Topics are timely and are designed to strengthen each student teacher's position as a teaching candidate and as a professional in the field. Past topics included preparation for employment interviews, core-content standards, high-stakes testing, data analysis and instructional planning, and both in-state and out-of-state certification.

Unsuccessful Student Teaching

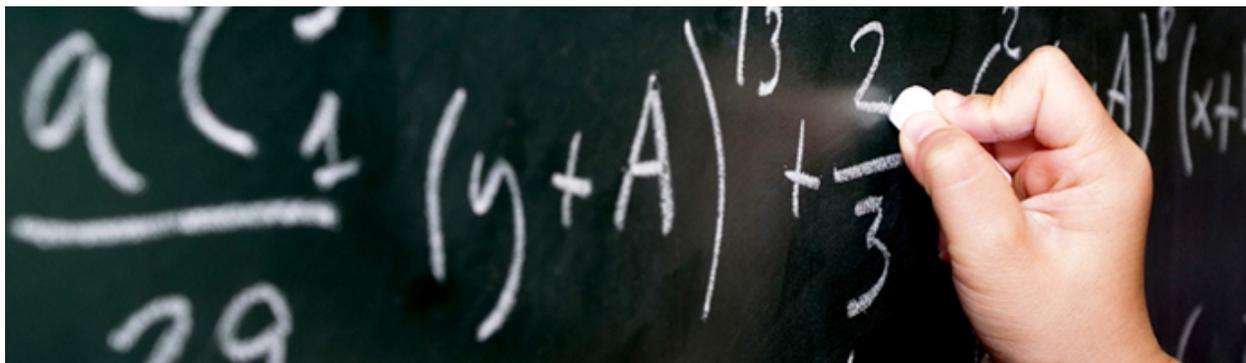
The art and science of teaching is a difficult profession. Students who experience difficulty will be provided with a means to improve; however, it must be noted that students who are unsuccessful in student teaching may be removed from the program.

If a student is experiencing difficulties while student teaching, the cooperating teacher and university supervisor will meet with the candidate to identify weaknesses and outline a schedule of learning experiences with a timeline and improvements required. The resultant agreements are recorded as an improvement contract and signed by all three parties (Student Teaching Contract

illustrated below). During this time, the support and observations of the university supervisor will increase.

School building principals may request the removal of a candidate from their school. In this case, the Director of Field Experience and Partnerships will consult with the student's cooperating teacher and university supervisor to design a student teaching contract. It should be noted that the timeline for student teaching will likely be extended. Once again, this contract will identify areas of concern, a plan for improvement, and alteration of student teaching timelines.

Candidates are limited to a maximum of three opportunities to successfully complete twelve units of the clinical experience. An opportunity is defined as a half of a semester. Candidates experiencing difficulties during the clinical experience have the following options: 1) receive an unsatisfactory grade and withdraw or 2) proceed conditionally into the second student teaching placement by completing a three-week action plan developed by the university supervisor. Candidates who receive a failing grade for the first assignment may request a second opportunity to complete the clinical experience. The candidate will complete an improvement plan (outlined in the student teaching contract), during the second quarter (or semester) of student teaching and, with the recommendation of their university supervisor, receive a future student teaching placement. Candidates who receive a second failing grade must withdraw from the teacher education program.



**East Stroudsburg University
College of Education
Student Teaching Contract**

Student's Name:

Cooperating Teacher's Name:

University Supervisor's Name:

This contract is written for () an East Stroudsburg University student teacher who is presently completing the () quarter of student teaching for the () semester, (year).

This contract has been developed based upon the information and documentation obtained at the observation conference. The student, cooperating teacher and university supervisor have established the following list of conditions as areas of concern and expectations for the remainder of the quarter. Failure to complete all of the expectations related to the areas of concern identified will result in an unsatisfactory rating for the quarter and removal from student teaching.

I. Areas of Concern:

a. Structure and Concepts in Contact to be taught:

b. Planning:

c. Instruction:

d. Assessment:

e. Communication and Collaboration:

f. Professionalism

II. Plans for Improvement:

Starting date: () **Ending date:** () **Evaluation Conference Date:** ()

Student Teacher: _____ **Date:** _____

Cooperating Teacher: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

Associate Dean of Education: _____ **Date:** _____

The Role and Responsibilities of the Cooperating Teacher

Cooperating teachers are critical to the success of our student teaching program. Their daily guidance assists our candidates as they transition from the role of student to teacher. Through modeling, collaboration and formal conferences, cooperating teachers illustrate to our students that teaching is both an art and a science and they will exemplify that successful teaching is hard work that is fueled by a passion for student success.

Selection of Cooperating Teachers:

The selection of cooperating teachers involves a joint decision by the university, school system administrators, and building principals. Most school district administrators use the following guidelines to recommend a practicing teacher to work with the University:

- The cooperating teacher must have a valid in-field certificate.
- The cooperating teacher must have a minimum of three years of successful teaching.
- The cooperating teacher must express a desire to work collaboratively with a student teacher.
- The cooperating teacher must be recommended/confirmed by their building administrator.

Observation and Feedback:

Cooperating teachers will provide informal observations, formal observations, daily feedback and assessments of plans and materials in order to enhance candidate performance.

A formal observation is accomplished when the candidate and the cooperating teacher conduct a pre-conference followed by an observation and then a post-conference. Post-conference discussion should emanate from pre-conference discussion. The candidate needs to be supported by a strong conference structure. It is in this phase of student teaching that candidates receive individual guidance from competent professionals that enables them to analyze their growing understanding of the relationship between theory and practice. Conferencing will enable candidates to organize, assimilate, synthesize the clinical experience and become a reflective practitioner. Written

reflections should be produced by the candidate to be assessed/reviewed by the cooperating teacher for goal setting and informed decision making for the next formal observation.

Evaluation sessions are required at four weeks and at the end of the last week of each clinical assignment. **The weekly Cooperating Teacher Competencies Assessment forms** allow the candidate to show growth and/or maintenance of selected Beginning Educator Outcomes. During the last evaluation session it is appropriate to share your evaluation recorded on the **Student Teacher Competency Evaluation**. Each candidate will have all evaluation documents recorded and kept on file in their *Tk20* account. Candidates may request an additional letter of recommendation from their cooperating teacher and university supervisor.

Cooperating teachers will complete the unit-wide assessments, as well as any departmental assessments, in *Tk20* at the conclusion of the placement.

Visitation by University Supervisors:

The university supervisor will conduct a minimum of three formal observation sessions and a final evaluation session for each quarter of student teaching.

During the first two weeks, the candidate and the cooperating teacher should be developing common ground for professional discussions and reach consensus of expectations. The student teacher should begin teaching lessons as soon as possible.

During weeks 3-5 the university supervisor should conduct one formal observation. University supervisors may wish to review cooperating teacher formal observation reports to enhance their time with the candidate.

The remaining two formal observations should occur during weeks 5-7. One to two weeks would be considered an appropriate interval between university supervisor formal observation sessions.

University and content supervisors will complete the unit-wide assessments, including the PDE430, as well as any departmental assessments, in *Tk20* at the conclusion of the placement. A paper copy of the PDE430 must be reviewed and signed by the student teacher and university supervisor at the end of each placement. This paper copy will be returned to the Office of Field Experience and Partnerships.

Related Professional Activities:

The candidate’s experiences should not be limited to only the cooperating teacher’s assignment. Cooperating teachers should arrange for the candidate to observe/participate in a variety of school-related activities to enhance the candidates experiences related to the total school environment and those other teaching responsibilities. Parent teacher conferences, Back to School night, In-service programs, Board of Education meetings, PTO meetings and other special events are related professional activities that would display a professional commitment. Artifacts from such events should be placed in your portfolio.

Using Tk20

Tk20 is a data management system and we use Tk20 to share the forms that we need cooperating teachers and supervisors to fill out during student teaching placements. Within this data management system, we also ask student teachers to upload and complete certain items called “Student Artifacts” as part of the assessment and accreditation process. Two electronic “binders”, one for each placement, will be sent, during the semester containing which will contain all of the forms needed as well as placeholders for artifacts. Student teacher artifacts are due on the Sunday *before* the last day of the placement. Failure to complete these items will result in a delay of the processing of certification.

Accessing Your Binder to Upload Artifacts:

Log-In to <https://tk20-1.admin.esu.edu/> and click on Field Experience Tab on the left side of the screen. Look for the 1st Placement Term XXX Binder.

Once you click open the binder, you will see several tabs across the top of the screen. You will use these tabs to navigate through your binder. Each tab contains instructions for what you are supposed to upload. The items required are items you are already creating during your placement and should be examples of your best work. Please note: The items you upload should be your original work. Please cite any resources you have used to create your lesson plan or PowerPoint, etc.

Student Teaching Binder	Lesson Plans	Written Reflections	Instructional Technology	Professional Documents
Evaluations & Self-Assessment	Additional Attachments	Assessment	Feedback	

Student Responsibilities in Tk20 Binder:

- 1) Upload original artifacts such as lesson plans (minimum: 3), written reflections, technology activities or logs, etc. in the appropriate tab (Lesson Plans, Reflections, Instructional Technology, SLO, etc.)
- 2) Upload PA Teaching Application Essay (1st Qtr) or Resume/Career Documents (2nd Qtr) (Professional Documents tab)
- 3) Complete Student Review of Cooperating Teacher Rubric (both placements, Evaluations & Self-Assessment tab)
- 4) Complete Disposition Rubric Self-Assessment (1st placement - Evaluations & Self-Assessment tab)
- 5) Complete Student Evaluation of Teacher Ed Program (2nd placement - Evaluations & Self-Assessment tab)
- 6) Additional Attachments (as requested by faculty or coop)
Plus other uploads and rubrics as assigned by your program

Note: You may view and print cooperating teacher and supervisor assessments by clicking on the Assessments tab. (In order to print an assessment, you will need to right-click and then choose Print).



Office of Field Experience and Partnerships
214 Stroud Hall
200 Prospect Street
East Stroudsburg, PA 18301

Request to Enroll in an Additional Course While Student Teaching

Name: _____

Student ID#: _____ **Q.P.A.:** _____

Address: _____

I request permission to enroll in the following course during student teaching:

Section #: _____ **Subject Area:** _____ **Cat. No.:** _____

Course Title: _____ **Credits:** _____

Reason for request: _____

Signature of Student: _____ **Date:** _____

Signature of Advisor: _____ **Date:** _____

Signature of Chairperson: _____ **Date:** _____

Signature of Dean: _____ **Date:** _____

Signature of Associate Dean: _____ **Date:** _____

Office of Field Experience and Partnerships

The policy of East Stroudsburg University's Teacher Education Council (TEC) is such that students are not permitted to take course(s) while student teaching. Students requesting an exemption from this policy must complete this form for approval. This form must indicate the course(s) requested, the reason for the request, and signatures as outlined above. Signatures should be attained in the order in which they are listed. As such, the Associate Dean for the College of Education's Office of Field Experience and Partnerships should receive the form last and will inform the student of the outcome of their request.



ESU Teacher Education Policy Manual

