TEACHER AS REFLECTIVE DECISION MAKER

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Form 1: Student Teacher
Statement of Understanding
Due Before Student Teaching Begins

As a Student Teacher at Mansfield University, I understand there are many responsibilities I
must meet in order to successfully complete student teaching and become a certified
teacher in Pennsylvania. Prior to the start of student teaching, I was instructed to read the
handbook guidelines concerning clearances, dispositions, student teaching placements, and
student teaching qualifications, expectations, requirements, and responsibilities. On the first
day of Student Teaching, an informational session is provided. Here, we were encouraged
to ask questions about the information in the handbook. Through this orientation process, I
understand Mansfield University’s student teaching expectations, and I am aware that
student teaching is the culminating assessment in my quest to be a teacher. It is my
responsibility to be proactive as I work to comply with the necessary student teaching
requirements and expectations necessary to complete my education program. Failure to do
so may result in immediate suspension or removal from student teaching pending an
investigation and resolution of charges.

My signature below signifies that I have read the Student Teaching Handbook carefully and
understand the content. I intend to comply with the requirements, expectations, policies, and
procedures established in this handbook including the following:

- Signed Statement of Confidentiality and Professionalism
- Signed Statement of Clearance Adherence and Statement of Work Understanding
- One million dollars of professional liability insurance throughout student teaching
- MU’s recommendation to secure health insurance in case of injury or illness during
  student teaching
- Student Teaching responsibilities: calendar, participation, absence, dress and
  grooming, relationships, disputes and problems, professional communication, etc.
- Student Teaching Requirements: lesson planning, documentation (forms), reflective
  exercises, P12 Learning Project, STER (Danielson Evaluation), etc.
- Professional ethics and dispositions as outlined by Chapter 235 Code of Professional
  Practice and Conduct for Educators, MU’s affiliated school district partners (and their
  accompanying state laws), and MU’s Disposition Policy and governing guidelines.

Signature __________________________ Printed Name________________________
Major___________________________ Date Signed __________________________
Student ID # ___________________ Student Teaching Semester ______________

I intend to work during student teaching. Yes____ (form 3 required)  No____

Student Comments:
Form 2: Student Teacher  
Statement of Confidentiality and Professionalism  
Due Before Student Teaching Begins

As a student teacher in Mansfield University’s Teacher Education Unit, I understand I will have access to privileged and confidential information while student teaching. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet and work with during student teaching, the children with whom I interact, the school districts with which I participate, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication tools including (but not limited to) on-line media such as email, Facebook, YouTube, Twitter, blogs, Snapchat, etc. I recognize the appropriate channels by which I can communicate concerns relating to my participation in the field. I understand that the Director of Field Experiences, my Department Chair, or education faculty/supervisors are all appropriate professional resources and will welcome my questions and concerns. Because the consequences of breaching confidentiality are potentially very costly to the individuals involved, the school district involved, and to MU’s Education Program, I understand that my failure to abide by this statement may potentially result in immediate removal from student teaching during an investigation and until there is resolution of the charge.

Student (Print): ______________________________________ Date: _________________

Student Signature: ___________________________________________________________

Statement of Clearance Adherence

As a student teacher in Mansfield University’s Teacher Education Unit, I understand that obtaining clearances is a critical responsibility of mine, and I will adhere to the following clearance guidelines:
1. I am responsible to complete the clearance requirements as outlined by the University before entering student teaching. Without updated clearances on file in The Educational Field Experience Office, I may not student teach.
2. I am not permitted to student teach if activity of any kind shows on my clearances. In this case, I understand that it is my responsibility to work with the Director of Field Experiences to seek next steps. This may include additional interviews and Board approval.
3. I must have my original clearances with me as well as a copy for the school on the first day of student teaching. I must also have my MU identification visible (lanyard) throughout student teaching unless otherwise directed by the school.
4. I give permission for MU to share my clearances with requesting schools.
5. I understand I must communicate any change in clearances within 72 hours (to the Director of Field Experiences) of an offense or a pending offense. (Act 24)
6. I understand I will be suspended from student teaching until an investigation can be completed if concerns about my clearances surface during student teaching.

Failure to abide by this statement may result in removal from student teaching.

Student Signature: ____________________________ Date: _____________________
Form 3: Student Teacher  
Statement of Work Understanding  
Due Before Student Teaching Begins

As a Mansfield University student teacher, I understand I must make student teaching my first priority during the student teaching semester. When I applied for student teaching a year in advance, Mansfield University recommended that student teachers plan their finances in order to avoid maintaining a job during student teaching. It is clear that student teaching is a very demanding semester and carries with it a significant workload and a great deal of responsibility.

I understand Mansfield University's position on working during student teaching; however, my financial situation dictates that I must work part-time during the student teaching semester. I understand the potential consequences of my choice. If my job affects my ability to be successful and give my best effort to student teaching, I will be faced with a choice (continue student teaching or continue working). I will take responsibility for balancing my job so that it does not negatively affect student teaching. I realize that this might delay student teaching (and require additional tuition costs) until I can focus on my education without the additional work duty. (Please direct questions or concerns to the Director of Field Experiences or the assigned University Supervisor).

Explain why a job must be maintained during student teaching:

Explain what your job responsibilities will be, including the address and phone number or your place of work:

Record the anticipated work schedule (include hours demanded):

Student Teacher (Print Name): ______________________________________________

Student Teacher Signature: _________________________ Date: ___________________
Mansfield University Student Teaching

Greeting to the Students

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

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

Student teachers must demonstrate:

- Ability to act as a reflective decision maker, taking into account many factors;
- Ability to engage students in learning;
- Ability to recognize and address individual and cultural differences among students;
- Knowledge of content area standards;
- Ability to manage a classroom to assure that learning takes place;
- Knowledge and skill with educational technology;
- Professional ethics and teacher dispositions as outlined by Chapter 235 of Professional Practice and Conduct for Teachers, by Mansfield University’s affiliated school districts, and by Mansfield University's Disposition Policy and guiding procedures.

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

The Typical Student Teaching Assignment

Assignments: The Mansfield University 12 credit student teaching experience is divided into two assignments (approximately 8 weeks each) which are at different grade levels and in different schools. In all instances, Mansfield University strives to place student teachers in diverse settings with cooperating teachers who are recognized as effective teachers. In addition, students are placed in settings rich in new experiences that foster continued educational growth.

- Students in the elementary education program are assigned to two different grade levels between pre-school and fourth grade, in two different schools.
- Students in K-12 certification programs (music) receive two assignments that provide experience with elementary through secondary level students.
- Students in secondary education programs receive assignments in the relevant subject area and are often scheduled in middle or junior high school as well as a senior high school.
- Students working on dual certification are given an assignment in each of the two certification areas.
University policy requires that students be placed within approximately 50 miles of Mansfield University. Students choosing to live out of the Mansfield area should prepare to have a considerable commute. Relocation for the semester may be necessary.

Mansfield University student teaching assignments are based on faculty assessment of the student’s educational and professional development, their need for diversity experience, and their geographic needs. In addition, placements are further delineated by available participating schools, excellent cooperating teachers, supervision availability, and special considerations (in rare situations). Candidates for student teaching may not be assigned within schools or school districts wherein they:

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

Great care is put into assigning placements that offer the best possible learning experiences in educationally enriching and diverse settings. School district principals collaborate with MU to identify highly effective cooperating teachers who represent the best positive role model for a student teacher. (See Guidelines for Cooperating Teachers)

Conceptual Framework

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

Two texts are recommended to student teachers related to the core concept and framework. (Note: the Danielson text is a required textbook in ED 1102, Introduction to Education, and Posner's text is optional.)


Theme--Teacher as Reflective Decision Maker

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

A Framework for Teaching--Charlotte Danielson

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

Co-Teaching (St. Cloud State University) and the Traditional Student Teaching Models

The traditional approach to student teaching has historically been Mansfield University’s emphasis. With the traditional model of student teaching, students begin the student teaching assignment by spending time observing the cooperating teacher’s classroom. Students gradually begin to teach with the cooperating teacher and then slowly begin to teach different classes until (by the end of the experience) the student is able to manage teaching the cooperating teacher’s whole day for a period of time. The traditional student teaching model is a gradual induction into managing the entire learning environment.

In response to our field partners’ growing concerns about high stakes testing affecting student teacher placements, Mansfield University adopted another student teaching model, Co-Teaching (Nancy Bacharach and Teresa Washut Heck, St. Could State University). This student teaching model provides a rigorous yet supportive experience for teacher candidates, allows cooperating teachers to remain actively engaged in their classroom, and enhances the quality of learning for P12 students.

Although co-teaching is not a new phenomenon, its application in the student teaching experience is a new area of study. With a license from St. Cloud State University’s School of Education, Mansfield University is able to adopt and implement St. Cloud’s co-teaching model of student teaching, a model that is transforming teacher preparation to better meet the needs of future teachers and the learns that they serve.

“The compelling evidence is clear. Traditional student teaching is not conducive to maximizing educational benefits for our students. Co-teaching, however, has transformed the student teacher and teacher relationship. Instead of throwing a student teacher into the complexities of teaching without a lifeline, student teachers are coached as they practice the art of teaching. Teaching is rocket science, and co-teaching is the power source!”

Dr. Julia Espe, Assistant Superintendent,
St. Cloud Public Schools, MN

Simply put, co-teaching is defined as two teachers (cooperating teacher and the teacher candidate) working together with groups of students. Both teachers are sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction. Co-teaching is not simply dividing the tasks and responsibilities between two people. Co-teaching is an attitude of sharing the classroom and the students. At all times, both teachers are thinking, “We are both teaching.” To this end, there are seven different strategies or approaches to co-teaching. The following chart provides definitions and examples for each. (Note: Co-teaching strategies are not hierarchical. Strategies can be used in any order and/or combined to best meet the needs of the students in the classroom.)
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <strong>Example</strong>: One teacher can observe students for their understanding of directions while the other leads.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <strong>Example</strong>: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they do not understand or are having difficulties.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <strong>Example</strong>: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</td>
</tr>
<tr>
<td>Parallel Teaching</td>
<td>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <strong>Example</strong>: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</td>
</tr>
<tr>
<td>Supplemental Teaching</td>
<td>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <strong>Example</strong>: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</td>
</tr>
<tr>
<td>Alternative (Differentiated)</td>
<td>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however, the avenue for getting there is different. <strong>Example</strong>: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <strong>Example</strong>: Both instructors can share the reading of a story or text so that the students are hearing two voices.</td>
</tr>
</tbody>
</table>
Student Teaching Qualifications
To qualify for Student Teaching, a student must meet the following requirements:

1. Successful adherence to Chapter 354 guidelines/gates.
2. Application to enter student teaching one year in advance of the anticipated student teaching experience. Application meetings are held in September of the academic year preceding student teaching. Visit the Educational Field Experience Office for details.
3. Completion of sufficient semester credit hours necessary to be able to graduate within the academic year of student teaching.
4. Adherence to academic standards as outlined through University policy and procedures as well as through University student guides, academic program requirements, and department handbooks. Specific information concerning each of these areas can be found on-line in the University catalogue.
5. Meet state requirements as established through Pennsylvania Department of Education with special attention to Chapter 49 and Chapter 354.
6. Successful completion of all courses. All Incomplete grades must be completed in order to student teach.
7. Completion of the appropriate teaching method courses from Mansfield University related to the student’s area of specialization; as well as the successful completion of all prerequisites as outlined in the student teaching application packet and departmental guidelines.
8. Approval for student teaching by the chair or the appropriate department chair.
9. Submission of a current negative tuberculosis test, Act 34 Criminal Record Check, Act 151 Child Abuse Clearance, Act 24, PA FBI background check (through Cogent), proof of one million dollars of professional liability insurance, and proof of having successfully completed the Child Abuse Recognition and Reporting Training. Please note the following: fall student teachers’ clearances must NOT be dated prior to February 1st of the year that student teaching will take place. In addition, all clearances MUST be turned into The Educational Field Experiences Office in Retan Center no later than June 30th. Spring student teachers’ clearances must NOT be dated prior to June 15th of the year prior to student teaching. In addition, all clearances MUST be turned into The Educational Field Experience Office in Retan Center no later than September 30th. Failure to comply with these critical dates will delay student teaching.

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

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

Orientation Meetings and Other On-Campus Workshops
Orientation meetings for student teachers are held at the beginning of the fall and the spring semesters to review student teaching policies and procedures. All student teachers are required to
attend these meetings and may be dismissed from student teaching or receive a grade deduction of 10 points without appropriate prior approval and/or documentation for an emergency. After the initial orientation meeting, student teachers have the opportunity to meet with other university personnel and their university supervisors. If public schools are open, student teachers report to their cooperating teachers as the student teaching calendar directs. Professional dress is required at all on-campus workshops.

**Outside Activities/Classes during Student Teaching**

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

**Adherence to the Public School Calendar**

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

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

**Emergency Closing of School**

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

**Substitute Teaching during Student Teaching**

Student teachers may not serve as substitute teachers while they are student teaching. Student teachers normally do not hold the appropriate teaching certificate to substitute teach and are not
protected by workman’s compensation or school district liability insurance policies. If a student teacher is asked to substitute teach, he/she should state that it is against Mansfield University policy and notify the university supervisor immediately. The supervisor will handle the situation.

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

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

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

Health Insurance
While it is unlikely, occasionally injury or illness occurs during student teaching. It is highly recommended that students carry health insurance during student teaching. Since students are not covered by workers compensation in the public schools or by Mansfield University, students will be responsible for any medical expenses, regardless of cause, that may occur during student teaching. For more information on health insurance, go to http://www.mansfield.edu/residence-life/campus-clinic.cfm.

Student Teaching and the Law
Student teachers are not professional employees of the school district and do not have the same legal rights, responsibilities, or protections as teachers employed by the school district.
- Students should follow local school district policies related to classroom discipline and other issues.
- It is the student’s responsibility to obtain copies of the school's discipline policy and other policy handbooks from the cooperating teacher or school administration.
- Students should carefully review such handbooks and discuss critical policies with the cooperating teachers during the early days of each student teaching assignment.
If a student should become involved or threatened with prosecution as a result of any activity to do with student teaching, he/she must contact the university supervisor and the Field Experience Office immediately.

Student teachers should uphold Chapter 235: Code of Professional Practice and Conduct for Teachers as well as the Teacher Education Disposition Policy (both are printed in the back of this handbook). Students will be suspended from student teaching immediately pending investigation and resolution of charges.

Child Abuse
The goal of the Child Protective Services Law is to protect children from abuse, to ensure their opportunity for healthy growth and development and, whenever possible, to preserve and stabilize family life. Student teacher are required to take the Child Abuse Recognition and Reporting Training for Mandated Reporters. As mandated reporters, student teachers have a legal obligation to report suspected child abuse. Additional information is available at KeepKidsSafe.PA.gov. Calls of suspected child abuse or neglect should be placed to ChildLine at: 1-800-932-0313 or electronically at www.compass.state.pa.us/cwis.

In addition to reading, understanding, and following Pennsylvania law, student teachers are responsible for becoming familiar with the procedures for responding to child abuse in the school district and acting accordingly. If a student teacher suspects abuse, it must be immediately reported in accordance with the laws in the respective state. The cooperating teacher must also be notified immediately and followed up with a written statement regarding the suspected abuse. Students should keep a copy of the written statement for future records. Student teachers should also discuss the suspected abuse with the university supervisor and provide the supervisor with a copy of the written statement.

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

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

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

The student could
- Establish a criminal record.
- Be suspended immediately from student teaching pending investigation and resolution of charges. Conviction for a drug related felony will result in termination of student teaching and removal from Teacher Education Certification Candidacy.
- Be dismissed from Mansfield University with loss of right to a tuition refund.
- Be ineligible for a teaching certificate in the Commonwealth of Pennsylvania and most likely in other states and territories of the United States.
Tobacco Use
Student teachers may not take any form of tobacco products onto school grounds, nor may a student supply or participate in tobacco use with public school students or minors. Engaging in these activities may result in suspension or termination of student teaching.

Cell Phones and Personal Computer Usage
Time spent in schools during student teaching is not personal time. Student teachers have a professional job to do, and total attention must be given to the learning and teaching environment. As a result, personal activity is prohibited, unless otherwise approved. School computers are for professional use only. Student teachers should not be accessing personal social networks or personal sites for any reason. Cell phones (texting) are also not allowed. Please leave cell phones at home, in the car, or turned off in a purse or brief case.

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

Copyright Law
Student teachers must adhere to copyright laws pertaining to the use by teachers of photocopies, videotapes, and computer software programs. Under fair use doctrine, the law allows teachers to make single copies of copyrighted material for teaching or research but is more restrictive in the use of multiple copies. Short works can be copied. Poems or excerpts cannot be longer than 250 words, and copies of longer works cannot exceed 1,000 words or 10 percent of the work (whichever is less). The law limits the use of copies to one course and limits the material copied from the same author, book, or magazine during the semester. Citations for the purpose of attribution should be used when materials have been copied, adapted, or excerpted from a published piece.

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

Voluntary Student Withdrawal or Dropping Student Teaching
The decision to withdraw from student teaching is a major decision with severe consequences. Without student teaching, a student cannot complete an education degree or state certification. Such a decision should not be made quickly or lightly.
- Student teaching is a course and as such, it follows the same drop dates as on-campus courses.
- Students should discuss in person the decision to drop student teaching with the university supervisor and the cooperating teacher before actually dropping student teaching. If a student fails to do so and wishes to student teach in a later semester it will create problems.
- If a student drops student teaching in the middle of an assignment, he/she should say good-bye to the children before leaving. Public school students often become attached to student teachers and are confused and hurt when one leaves abruptly.
• A student who has dropped out of student teaching and wishes to complete student teaching in a later semester must reapply for student teaching and receive permission to retake student teaching from the Teacher Education Council (TEC).

• If a student decides to leave the teaching field, he/she should contact an advisor to discuss options for completing other degrees.

**University Termination of Student Teaching**

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

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

An unscheduled removal is a very serious matter and a student may be asked to leave (or not return to) a field placement or course experience without prior notice. If a situation arises that could possibly be grounds for a student being removed from a course experience or field experience, the TEC Chairperson, relevant Department Chairperson(s), and the Field Director (or designees) will work to assess the situation and possibly investigate the situation while the student teacher is suspended from student teaching. Next, after the investigation’s resolution of charges, either a plan of action will be created to positively affect the situation or the student teacher will be removed from the experience. The University will coordinate a meeting within five business days of the investigation’s resolution of charges.

• Student teachers must complete both assignments to receive a grade in Student Teaching. Therefore, early removal of a student from student teaching leads to either a grade of “F” or an Incomplete. The assigning of an incomplete grade is at the discretion of the university supervisor in consultation with the department chairperson and the director of Field Experiences. A student receiving an Incomplete must write a formal request to the Teacher Education Council (TEC) explaining the situation, discussing the actions he or she has taken to rectify the situation, and planning for future success. In addition, the student must request another placement to finish the student teaching assignment. TEC will decide whether or not a student will be granted a second placement to remove the Incomplete grade or whether the Incomplete will revert to an “F.”

• If a student teacher receives an “F” in student teaching and would like to repeat student teaching, he/she must present a request before the Teacher Education Council. The decision to readmit a student to the program and allow the student to student teach is at the discretion of this council.
If a student decides to leave the teaching field, he/she should contact an advisor to discuss options for completing other degrees. The Academic Advising Center and the Career Center will be of further help in redirecting a course of study and reviewing career options.

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

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

**Guidelines for Addressing Student Misconduct in Course-Related, Experiential Learning Venues:** When a student conduct issue arises while the student is completing a practicum, internship, student teaching placement or other project related to a course for which course credit is being received, multiple university parties may be involved. These parties may include but are not limited to the academic unit, the appropriate academic dean, the Chief Conduct Officer, the Student Conduct Hearing Board, the Academic Hearing Board, the Athletic Code of Conduct Board, the Title IX compliance officer, or Human Resources. Each party has an internal set of procedures that must be followed.

The goals of these guidelines are to provide a procedure to coordinate efforts in a timely manner and to provide for appropriate due process for the involved student.

1. The course instructor or unit supervisor becomes aware that student misconduct has been alleged to have occurred, and notifies the appropriate academic chair and dean.
2. Working in collaboration with the appropriate academic dean, the academic unit chair insures that the student is temporarily removed, when appropriate, from the site in which the issue occurred and the student is removed on an interim basis from the course, when appropriate, until the matter has been investigated and the student is found to be in good judicial standing with the university. A student who is notified of an interim removal from a course will not be permitted to attend the course during the interim removal period but may attend his or her other courses.
3. Within three business days, the academic dean will call a meeting of all appropriate internal boards involved in the issue. These parties may include but are not limited to the academic unit, the Chief Conduct Officer, the Academic Hearing Board, the Athletic Code of Conduct Board, the Title IX compliance officer if the complaint involves sexual discrimination or sexual misconduct, or Human Resources if the student is an employee.
4. Based on a discussion with the relevant internal parties, the appropriate academic dean (or designee) determines which board investigations will go forward, which board will take the lead, and if procedures/investigations may be combined with other boards.
5. Per the academic dean’s determination (No. 4), any hearing boards must complete the investigation following their respective internal procedures as soon as possible but within ten business days from the date of the meeting called by the dean, unless extraordinary circumstances exist and an extended deadline is approved by the respective academic dean or designee.
6. Notification of board investigation results and recommendations are forwarded to the academic dean by the appropriate parties. The dean will share the recommendations as appropriate with the academic unit chair and course instructor. A plan will be developed to coordinate a response to the student regarding the outcome of the matter, and what
sanctions, if any, will be imposed. Decisions will be shared with the student via campus mail or campus email; additional parties will be notified in accordance with the procedures outlined in the applicable hearing board(s) and legal requirements.

**Updating Address Information**

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

- If the student teacher is residing at home during their assignment, and lived in a dorm or some other type of local, off-campus housing during the previous semester, then he or she should contact Bonnie Phelps at 662-4934 in the Housing Office prior to the start of the semester. All university correspondence will then be sent home during the semester, as the home address will become the default local address for the university. If the student teacher is residing at home and he or she needs to change his or her home address due to a move, he or she should contact the Registrar’s Office, either in person, through a phone call, or by going to the Registrar’s Office home page to print off a Change of Address form to mail or drop off.

- If the student teacher is residing in a dorm or some other type of local, off-campus housing other than home – even if this housing is an hour away from Mansfield – as long as it is not “home,” the student should contact Housing if their local address is changing during their student teaching semester. All correspondence from the university will then be sent to this local address.

- If the student teacher has only ever resided at home during their university experience, and he or she is going to also live at home to student teach, then the student should contact the Registrar’s Office only if his or her home address has changed due to a move.

**Permanent Employment**

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

**Pennsylvania Certification (TIMS)**

Student teachers will need to meet state certification submission requirements in order to secure certification after the successful completion of student teaching. Certification candidates may apply for certification through TIMS: Teacher Information Management System, Pennsylvania Department of Education’s on-line application for certification process. Information about the TIMS process can be found on-line through PDE’s webpage.

Students seeking to apply for certification should spend time reading about the application process prior to logging into TIMS. Students should review the TIM’s User’s Guide provided through PDE prior to attempting to apply for certification. Please note: It is important to record an accurate GPA on this application. Do not round the GPA. An incorrect GPA could potentially delay an application. For this reason, it is also important for students to wait to complete the TIMS application process until their degree is conferred.

**Pennsylvania Certification Testing:** In order for PDE to award certification through TIMS, candidates need to successfully complete the second set of PDE exams. Although not required until a student seeks certification, MU recommends that all students successfully pass the second series of Pennsylvania assessments (PECT or Praxis) directly before student teaching. Students seeking
certification in Early Childhood Elementary Education PreK-4 or in both ECEE PreK-4 and Special Education PreK-8 will need to take the PECT exam (see PDE webpage for specifics). Teacher Education Certification Candidates seeking K-12 certification or 7-12 certification will need to take the Praxis (see PDE webpage for specifics). Candidates for certification should always go to Pennsylvania Department of Education’s webpage and review current test requirements before signing up for a test. Since PDE is responsible for certification, this governing body holds all authority in the area of testing. Mansfield University works to stay current with PDE test changes, but students should be proactive and consult PDE directly before signing up for a test. PDE’s webpage also provides passing score information, including information about a sliding passing score based on GPA.

**Final PDE Performance Assessment, Student Teaching:** Student teaching is the final assessment (performance based) for Pennsylvania’s Instructional I Certificate. Successful completion of student teaching is documented on the PDE430 form. This form represents the student’s performance and is completed by the University supervisor twice (formative and summative) during student teaching. Teacher Education Certification Candidates (TECC) may apply for certification through TIMS when they successfully complete student teaching, pass the second set of PDE exams (Content), meet all Gate requirements, and complete all program requirements. Again, information about the TIMS process can be found on Pennsylvania Department of Education’s webpage.

**Pennsylvania Instructional II Certification:** According to PDE, Level I Pennsylvania Instructional and Educational Specialist certifications are valid for six (6) years of service, not calendar years.

If you have been teaching in Pennsylvania on a Level I certificate for 3-6 years of satisfactory service and have earned 24 post-baccalaureate credits, you can apply for a Level II certificate. The following conditions must be met:

- Six credits must be associated with your area(s) of certification and/or must be designed to improve professional practice
- You must have three years of satisfactory service on a Level I certificate, verified by the chief school administrator of the employing school entity
- You must have completed a PDE induction program verified by the chief school administrator of your employing entity

(See PDE for specific guidelines and details)

**Pennsylvania Continuing Certification, Act 48:** *(taken from PDE’s webpage, “Pennsylvania Certification,” Revised October 2016)*

Teachers must maintain a current name and address on file with the Pennsylvania Department of Education (PDE). In order for PDE to notify you regarding the status of your certificate, PDE must be apprised of any changes to your name or mailing address, since any correspondence regarding the status of your teaching certificate is sent to the name and address currently on file. Name and contact information is maintained online via the Teacher Information Management System (TIMS). Contact information may be updated directly in the TIMS profile. A no-fee name change application may be created and submitted via TIMS.
**Act 48**

Beginning July 1, 2000, Act 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates in active status. All educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates, employed or not. The goal of professional education is to improve accountability and quality in professional development. PDE strives to establish expectations that include work-embedded experiences with depth and continuity consistent with the Standards Aligned System. Certain school and system leaders serving under administrative certificates are affected differently, since they must comply with Act 45 of 2007.

Educators must earn six credits of collegiate study; or six credits of PDE-approved continuing professional education courses; or 180 hours of continuing professional education programs, activities or learning experiences through a PDE approved provider; or any combination of the above every five years to maintain active certification status.

The five-year period begins on the effective date of issuance of the educator’s initial Instructional I certificate. The requirements will be renewed at the end of each five-year period. Each individual’s assigned five-year period is based on the date of issuance of his/her Instructional I certificate, or the date of implementation of Act 48 on July 1, 2000, whichever is later. Five-year period beginning dates can change, depending on whether an extension was granted, or if a five-year period was completed after the deadline, or other factors, in which case a new five-year period is assigned beginning the day after the previous five-year period was completed.

*Please note: All of the PDE information in this handbook comes directly from PDE’s webpage, “Pennsylvania Certification,” Revised October 2016. Students should consult PDE directly to provide for PDE updates.*
Section 2

Student Teaching Responsibilities

Student Teaching Calendar
The Field Experience Office in conjunction with the Teacher Education Council (TEC) prepares a student teaching calendar of in-service activities during the student teaching semester. Together, these entities design student teacher in-service programming to meet students’ identified needs as well as the identified programming needs coming from our field partners’ perspective.

- Student teachers must follow the Student Teaching calendar in conjunction with the School District calendar. Student teaching calendars are available through The Educational Field Experience web page. Fall and spring breaks, if any, are to be taken according to the public school district calendar, not the Mansfield University calendar.

- On-campus programs are required. Students should make arrangements with the cooperating teacher to be absent from the school site to attend these programs. Travel provisions should also be made with the supervisor and the cooperating teacher, especially if the placement is a considerable distance from the university and special dispensation is necessary. Also, students are required to arrange interviews, doctor appointments, classroom activities, etc. around these mandatory meetings. Professional dress and attitude are expected during these workshops. Failure to abide by these standards may adversely affect a student’s ability to continue student teaching. In some cases, a student’s grade may be reduced to represent a lack of professional responsibility.

- The student teaching calendar and other information is available on the web at: http://mansfield.edu/teacher/

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

Full Participation in the Public School
The ultimate goal of student teaching is for the student teacher to experience the broadest possible range of teacher activities and responsibilities.

- Student teachers are expected to be in the cooperating teacher’s classroom for the full school day unless an exception has been approved by the cooperating teacher and the university supervisor. The Director of Field Experiences must be notified of this change.

- Student teachers should plan the semester’s schedule (i.e., travel arrangements, etc.) so that they can participate in the full program of professional activities in the assigned school, including extracurricular and other non-instructional responsibilities that would normally be the responsibility of the cooperating teacher.

- When approved by the principal and the cooperating teacher, student teachers are encouraged to participate in parent-teacher meetings, teacher committee meetings, staff meetings, in-service programs, and school projects.

- The cooperating teacher may not excuse student teachers from school or student teaching activities except in case of illness or an emergency. If a student wishes to plan to be absent from student teaching for some reason, he/she must obtain permission from the university supervisor, in addition to the cooperating teacher, in advance of the anticipated date of the absence. The Director of Field Experiences must be notified of impending absence.
Absences
For any absence, planned or unplanned, student teachers must notify the cooperating teacher and the university supervisor (and in some cases the school office). **Advanced** permission is needed from the university supervisor to miss any student teaching obligations because of campus or outside commitments or activities. Appropriate verification is required. A Student Teacher Absence Form (in the back of this handbook) must be completed by the student teacher, signed by the cooperating teacher in each placement, and submitted to the University Supervisor.

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

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

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

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

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

Gradual Induction and Full-time Teaching

Students should begin student teaching assignment by spending time observing the cooperating teacher's classroom to learn students' names, become familiar with classroom routines, and develop an understanding of the cooperating teacher's expectations for the students. Students should be proactive and ask for a copy of the faculty / student handbooks in order to study them.

Students will gradually begin to team teach with the cooperating teacher and then slowly begin to teach different classes until (by the end of the experience) the student is able to manage teaching the cooperating teacher’s whole day for a short time. Students will not be expected to begin teaching the first week of student teaching. It will be a gradual induction. In addition, the cooperating teacher will be available to help students through any difficulty he/she may have. Students should not be afraid to ask for help. The cooperating teacher may have students begin teaching by tutoring or teaching a small group of students in a familiar subject area. Student teachers need to look for ways to help the cooperating teacher, to look for opportunities to circulate around the room and help a student, to look for ways proactively get involved. Student teachers should not passively wait for the cooperating teacher to initiate opportunities for involvement. Cooperating teachers want to see a student teacher's initiative, high energy, and enthusiasm for teaching.

Students should be prepared for high levels of stress and physical exertion during student teaching. The demands of planning and executing productive learning activities for all students can be exhausting, confusing, and discouraging. This is normal, especially during the first student teaching assignment.

Student teachers must be able to maintain a classroom in which learning can take place. Students should understand the cooperating teacher’s policies in regard to classroom management and discipline and strive to be consistent with those guidelines. Remember, student teachers are a guest in this teacher’s classroom. Students may not agree completely with the philosophy of education adopted by the cooperating teacher; however, the student teacher should be respectful and execute his/her responsibilities as directed. Student teachers will have plenty of time to develop their own ideas as a teacher when they have their own classroom. Watch and learn.

It is customary for student teachers to assume full responsibility for most duties of the cooperating teacher for a few days/weeks in each student teaching experience. The cooperating teacher, in consultation with the university supervisor, will determine the best time to begin full-time teaching and how long the student teacher will have full teaching responsibilities. Students may be asked to relinquish full-responsibility of teaching before the end of the assignment to allow the cooperating teacher to smoothly resume most of the teaching before the student leaves. The Co-Teaching Model may adapt the traditional progression for the student teacher as he/she works toward increased responsibility. This is up to the discretion of the cooperating teacher and the University supervisor.

In some cases, the cooperating teacher and the university supervisor may decide the student teacher is not ready to handle full responsibilities. When this occurs, it is usually reflected in the
final evaluation grade. In rare situations, the student teaching assignment may be suspended, extended, or terminated.

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

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

Relationships with the Cooperating Teacher
It is extremely important for student teachers to establish good working relationships with the cooperating teachers. Student teachers should

- Attempt to set up regular times during the week to talk with the cooperating teacher. These meetings should remain professional at all times.
- Take the initiative in assisting the cooperating teacher in managing the classroom and in teaching.
- Try to be consistent with the cooperating teacher’s classroom management and discipline.
- Do not argue with your cooperating teacher. Respect the wisdom and experience of the cooperating teacher and attempt to come to an understanding. Student teachers can learn a great deal even if there are conflicting education philosophies. The University supervisor is an excellent resource in situations such as this.
- Do not assume that there is only one way to accomplish something. Student teachers need to be open-minded and willing to be flexible. Value the cooperating teacher’s years of experience.
- Remember, student teachers are a guest in the school and are not motivated to change or criticize the cooperating teacher or the school system. Students should embrace an attitude of gratitude as they watch, learn, and ultimately develop into their own teacher.

Gossiping and Complaining
Don’t …Schools are small communities of their own with their own measure of gossip and rumor. Student teachers should scrupulously avoid becoming involved in such counter-productive activities. The admonition to avoid gossip extends beyond the school building.

- As professionals, student teachers bear a responsibility to refrain from criticizing school personnel with others outside of the school.

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

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

A Weekly Checklist for Student Teachers
The Teacher Education Unit recommends student teachers use the following checklist during their student teaching assignments:

Before Student Teaching Begins
• Secure proof of clearances.
• Secure health insurance (encouraged, not required).
• Arrange housing and transportation.
• Prepare a professional wardrobe.
• Contact the first cooperating teacher by telephone or letter.
• Review the Mansfield University Teacher Education Student Teaching Handbook.
• Visit the Mansfield University Career Development Office.
• Prepare a student teaching notebook or set of folders.
• Start a journal. Begin some of the reflective exercises.

Week 1
• On your first day bring clearances with you to give to the office/principal.
• Wear MU identification (ID) badge to school at all times.
• Get acquainted with the school building and the community.
• Meet the principal, teachers, librarian, secretaries, janitors, etc.
• Draw a floor plan of your classroom; develop a seating chart and learn students’ names.
• Observe and discuss with your cooperating teacher his or her classroom management system.
• Offer assistance (e.g., working with individual students, housekeeping, grading, creating a bulletin board).
• Take systematic notes while observing your cooperating teacher. Ask questions about occurrences that you do not understand.
• Begin to develop very complete plans for your first lessons. Have these lessons analyzed and approved by your cooperating teacher before they are due.
• Write in your journal.

Week 2
• Continue Week 1 activities, including observations and other orientation activities.
• Continue your lesson planning.
• Set up a regular meeting time with your cooperating teacher to discuss teaching and classroom management issues.
• Complete the reflective exercise, “Setting Specific Goals”.
• Remember that you are expected to participate in the tasks and activities that your cooperating teacher does (e.g., hall duty, after-school activities).
• Write in your journal.
Week 3
- On the bottom of each lesson plan, reflect in writing about each lesson you teach. What would you repeat and what would you change? Why?
- Begin planning a unit of instruction (P-12 Student Learning Project).
- Remember the requirement for a multicultural lesson.
- Remember the requirement for two special education experiences. (Special education student teachers should include two regular education experiences).
- Continue classroom observations of your cooperating teacher and other teachers.
- Write in your journal.

Weeks 4 and 5
- Contact your second cooperating teacher.
- Most student teachers should be teaching three periods or classes.
- Ask your cooperating teacher for a mid-experience assessment using your department’s “Student Teacher Evaluation Report”.
- Ask your cooperating teacher about sending home a permission letter to videotape students. (A videotape and a written analysis of it are a required activity for art, elementary, secondary, and special education student teachers.)
- Check that you have completed all the reflective exercises required by your university supervisor for the first experience.
- Write in your journal.

Weeks 6-8
- Assume all responsibilities of your cooperative teacher for a period of time. The amount of full-responsibility teaching varies. In some cases, supervisors prefer that the student teacher return most teaching responsibilities to the cooperating teacher with a few days remaining in the experience, allowing time for the student teacher to observe other teachers and providing for a smooth transition as the student teacher prepares to depart.
- Submit all required reflective exercises to your university supervisor for evaluation on the date requested. (Some supervisors prefer that these be submitted as a portfolio.)
- Consider asking the principal to observe you (especially during the second experience).
- Plan with the cooperating teacher for a smooth transition as you depart.
- Ask your cooperating teacher for a letter of recommendation.
- Thank everyone: students, cooperating teacher, faculty, staff, and administrators.
Section 3

Requirements for Student Teachers

Lesson Planning

- **Student teachers must have lesson plans for all lessons.** Please note that this is a university standard policy. It is true that each cooperating teacher/supervisor may direct the format of the lesson plan; however, every student teacher MUST have a lesson plan for each lesson taught regardless of the supervisor. Please consult with the University supervisor and cooperating teacher to determine the lesson plan format expected.

- Lesson plans should be submitted to the cooperating teacher at least one to two days before the lesson or according to a schedule established with the university supervisor and cooperating teacher.

- Student teachers must develop at least one lesson plan during the semester that addresses cultural diversity. The North Hall Library is a rich resource for developing multicultural-focused lesson plans.

- Student teachers should expect to invest many hours of outside preparation in developing lessons. LiveText and PDE’s SAS are excellent resources. Students should take advantage of the many lesson plan templates available, and each should consult with the University supervisor and the cooperating teacher.

- Student teachers should incorporate a variety of teaching strategies in interesting, student-centered lesson plans.

Special Education Experience during Student Teaching

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

Multicultural Experiences during Student Teaching

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

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

- Student teachers are required to complete a series of reflective exercises that are intended to provide opportunities to demonstrate professional growth through reflection. Students should discuss formatting and other requirements for these reflective exercises with the university supervisor. (See Part II of the Student Teaching Evaluation Report – available on-line or through the University supervisor) In these Reflective Exercises, student teachers are required to

  1. Set **Student Teaching Goals**, keep a **Student Teaching Journal**, complete **Classroom Observations**,

  2. **Video** teaching and write an **analysis** of the lesson,

  3. Write a **Summary Report** that addresses the student’s **goals** and provides a **Professional Development Plan** for the future,
4. Provide written evidence of their ability to positively influence their students' learning by teaching a unit of instruction, P-12 Student Learning Project. (See the following clarification/guidelines)

P-12 Student Learning Project Guidelines

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

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

This written paper will be included in your portfolio as an artifact, so please write it carefully with attention to detail (content, organization, editing/proofreading). Because it will be included in your portfolio and may be read by others, please also be careful to protect student confidentiality. One means of maintaining student confidentiality is to use a letter or number system (for example, Student A or Student 1). In writing the paper, attempt to strike an optimistic, student-oriented tone that affirms the belief that student achievement is a teacher’s responsibility. The written paper will include the following five components. 1) You will briefly introduce the focus of your P-12 Student Learning project and the importance of the unit you will teach or the behavioral intervention you will design. You will also write measurable instructional or behavioral objectives to guide your teaching and assessment. 2) You will include some pre-test measure of the students' level of knowledge or performance prior to your unit of instruction or behavioral intervention. 3) Then, you will describe what was taught and the steps you took to try to make sure that all of your learners achieved (with descriptions of how you adapted the instruction to meet the needs of diverse learners including learners with special needs). 4) Next, you will include a post-test measure of student performance that demonstrates what they learned from your teaching or behavioral intervention. 5) Finally, you will graphically demonstrate both group and individual achievement and analyze the results in thoughtful, reflective detail.

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

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

Units can be designed for whole class or small group teaching. Most units feature a succession of linked lessons delivered over a time period ranging from several days to several weeks, depending on the grade level and curriculum. An example of this type of unit would be a three week science unit based on Electricity. However, units may also focus on content or skills taught repetitively over time. For example, in a kindergarten classroom, a student teacher might base a P-12 Student Learning project on the students’ mastery of counting to 30 and the names of the days of the week and months of the year being taught through the calendar portion of the daily morning meeting.

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

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

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

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

Your unit or intervention should be clearly centered on promoting student learning. Units should be designed using the assumption that all students can learn when appropriately taught. So, it will be important for you to describe the ways in which you adapted instruction to meet the learning abilities and needs of your students including, but not limited to, your students with special needs and English Language Learners.
Please describe your unit in sufficient detail so that a reader can clearly understand the duration of the unit, what you taught, and the various methodologies, materials, technologies, and grouping strategies you employed. In the case of a behavioral intervention, please describe the length and nature of the intervention, the ways in which it might have evolved over time, and the system of rewards you designed.

4) **Post-Assessment.** As was the case with the pre-assessment, describe your post-assessment of student learning and include an actual copy of any tests, structured interviews, etc. that you used to assess the outcomes of your teaching. When a pre-test and post-test design is employed, it is acceptable to use a single test given both before and after unit teaching to measure student learning.

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

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

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

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

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

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

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

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

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

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

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

1. Modeling. Students learn what is modeled more readily than what is told to them. Effective strategies incorporate teacher modeling and demonstrations of learning techniques.
2. Active Involvement. Active student involvement helps promote learning. Too often in the past, teachers resorted to a teaching style that placed a premium on lecturing. When students are more actively involved in hands-on learning and discussion, they tend to learn more quickly and retain information longer.
3. Schema Formation. When students are shown ways to organize what they are learning, the information is more readily stored in memory and is more readily available for retrieval.
Schema formation is enhanced through attention to prior knowledge and through the use of graphic organizers, such as concept maps.

4. Student Self-Knowledge. Students need to know how, why, and when to use what they are learning. Teachers should assist students in understanding what they are learning and in seeing relevancy to their lives. When students are able to apply knowledge, they gain personal ownership of their learning.

**Major Teaching Strategies**

Effective teaching is both an art and a science. Teaching is a creative endeavor because it requires teachers to inspire, motivate, and challenge others. Teachers must also adapt their instruction to meet the individual needs of their students. Teachers in the course of daily teaching make hundreds of decisions related to content, learner characteristics, and teaching behaviors. They constantly ask themselves how well their students are learning and how they can better promote understanding.

Teaching is also a science. Teachers must be knowledgeable about their subject area, but also find ways to communicate that knowledge in ways that students understand. This requires that teachers be skilled at assessment and be able to apply principles of teaching and learning.

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

1. **Cooperative learning.** Students often learn well when they are grouped with others. Cooperative learning can be undertaken in pairs or small groups, but it is important that all group members have an active role in the endeavor. Many teachers find, when groups have clearly defined tasks to complete, there is greater focus to the learning.

2. **Direct instruction / Guided and independent practice.** In some instances, it is useful for a teacher to teach information directly to students. Teachers need to possess strong verbal and nonverbal communication abilities and convey an enthusiasm about the subject matter. When direct instruction is used, it is important to consider the prior knowledge of the students, provide demonstrations, and plan for both guided and independent practice of the new learning.

3. **Discovery learning.** Discovery learning is based on the motivational potential that is inherent in student curiosity. When teachers succeed in having students say, "I wonder if . . . ," learning often follows. In different areas of the curriculum, discovery learning is achieved in different ways. In science teaching, for example, a teacher may stage a discrepant event and then invite students to speculate about the force at work. In other areas of the curriculum, it may involve student initiated research.

4. **Discussion.** Experienced teachers know that it is rarely easy to maintain a high quality, focused, student discussion; it takes conscious effort on the teacher's part. One of the important aspects of learning a discussion is considering the likely degree of prior knowledge about the subject that the students bring to the group. Some discussions are led through skillful teacher questioning and others may be promoted through non-questioning techniques. Master teachers tend also to be master questioners, adept at asking a wide variety of questions that go beyond literal levels of understanding, and encourage students to relate the discussion ideas to their daily lives. Wait time is also involved. When teachers ask a provocative question, they need to allow students sufficient time to consider the question and frame a thoughtful response. Other types of discussions are effectively maintained through non-questioning techniques, such as semantic webbing or group tasks that require active discussion for their successful completion.
5. *Interdisciplinary learning.* In the real world, learning often depends on drawing information from varied sources to solve problems. In school, however, students often view their learning as departmentalized and fail to connect what they are learning in one subject to what they are learning in another. To combat this fragmenting of the curriculum, teachers should attempt to integrate subject learning in one area with learning in other areas. Reading and writing connections can often be used to advantage, as well. For example, a student in science or math might be encouraged to keep a learning log that encourages active reflection on how well the subject is being learned and its applicability to the student's daily life.
Guidelines for Cooperating Teachers

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

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

- A minimum of a baccalaureate degree and hold appropriate credentials for their position
- A minimum of three years of teaching experience
- Nomination by a school administrator, must have consistent, positive principal evaluations verifying highly effective teaching
- A minimum of one year in the school district teaching the subject(s) in which the student teacher will be placed
- A positive attitude and a positive, professional role model for student teachers
- An excellent classroom manager who demonstrates the ability to engage students in the learning environment
- A true professional who offers good advice
- A motivated mentor who is willing to support and direct a student teacher's professional development

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

At this point, the university sends an email to building principals with its placement needs for the following academic year. Principals choose excellent teachers (in the requested grade levels) who meet University's identified Cooperating Teacher Qualifications and who demonstrate interest, availability, and willingness to mentor a future teacher. Once the principal identifies an appropriate cooperating teacher, the principal faxes the teacher’s name to the University. Once all of this information is received from the varying principals, the university sends a spring tentative correspondence to the identified cooperating teachers in an effort to make sure that the teacher is indeed interested in serving as a cooperating teacher during the quarter identified. At this time, the University also sends this information to the principal and the superintendent for their review and ultimate approval. Changes can be made at any point in the process if a teacher decides not to accept the student teacher.
The university will send another correspondence to everyone involved (superintendent, principal, and cooperating teacher) 6 – 8 weeks before the actual assignment to confirm that the placement is still desired. Since no one truly knows what life holds, the university understand that changes may have to be made at this point due to life circumstances that could not have been anticipated by the cooperating teacher.

The Educational Field Experience Office values Mansfield University’s cooperating teachers. Educating the next generation of teachers would be impossible without the assistance of the quality teachers in the field. Cooperating teachers interested in working with student teachers should let their building principal know about their interest. Please feel free to contact the university with questions or concerns at any time, 570-662-4024.

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

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

- If possible, the student teacher should participate in the full program of professional activities in the school, including extracurricular and other non-instructional responsibilities that would normally be the responsibility of the cooperating teacher.
- When approved by the principal and the cooperating teacher, student teachers are encouraged to participate in parent-teacher meetings, teacher committee meetings, staff meetings, in-service programs, and school projects.
- The cooperating teacher may not excuse the student teacher from school or student teaching activities, except in case of illness or an emergency. State law requires a certain number of days in student teaching and absences must be taken into account in the total number of days in student teaching. The cooperating teacher and the supervisor will work together on requests for absence.
- The cooperating teacher should begin by having the student teacher observe his/her teaching and management of the class for at least a week. Time should be designated to discuss with the student teacher what was observed. At this time, please share with the student teacher the classroom routines and help the student teacher develop an understanding of your expectations for the students and the student teacher. Please try to remember this is all new to the student teacher.
- The cooperating teacher should make sure the student teacher understands his/her policies in regard to classroom management and discipline and strive to be consistent with those guidelines.
- The cooperating teacher may choose to use a traditional student teaching model, a co-teaching model, or a combination of both. In each of these models, it is wise to have the student teacher begin actual teaching through a gradual process. For example, have the student teacher begin by tutoring a student or by teaching a small group of students in a subject area that the student teacher knows well. Once the student teacher is able to teach a small portion of a class, the next step would be for the student teacher to teach a larger group, maybe even the entire class. After successfully managing this class for a week or so, the student teacher should be given another class to teach. Gradually, the student teacher should assume the cooperating teacher’s entire load. This should be for a short time, however. Student teachers should not have the cooperating teacher’s full responsibilities for more than a couple of weeks. Good teaching is a gradual process. The cooperating teacher, in consultation with the university supervisor, will
determine the best time to begin full-time teaching (or co-teaching) and how long the student teacher will have full teaching responsibilities. Although the Co-Teaching Model will require adaptations from the tradition model of student teaching, both models reach greater developmental success through a gradual process of induction. Please reference additional information about co-teaching.

- The cooperating teacher should plan to stay in the classroom when the student teacher is teaching. Student teachers need feedback from the cooperating teacher, so it is important for the cooperating teacher to watch them teach. The cooperating teacher should make a daily time to visit with the student teacher. During this time, the cooperating teacher should highlight specifics from the student teacher’s lessons. Praise the positives. Point out the weaknesses and offer suggestions for improvement. Help the student teacher acquire “tricks of the trade” and grow into an excellent educator. Some cooperating teachers like to handle giving feedback to the student teacher through a journal. This is often effective as well.
- Cooperating teachers should review the Student Teaching Evaluation Report with the student teacher every couple of weeks with the goal of continuous evaluation, constructive suggestions, and professional improvement.
- The cooperating teacher should keep the supervisor aware of the weaknesses on which he/she is working with the student teacher. Please keep detailed records on the student teachers attendance and performance. Notify the supervisor immediately if the student teacher is not fulfilling his/her professional obligations.
- The cooperating teacher should contact the Educational Field Experience Office in the event that additional support is needed, 570-662-4024.
- The cooperating teacher should write a letter of recommendation or a letter of reference for the student teacher. The student teacher will be encouraged to ask for this letter as he/she will need it for future employment. In the event that the cooperating teacher is not comfortable recommending the student teacher, a letter of reference will be sufficient. A letter of reference simply documents the student teaching experience. The letter documents the assignment – school name, class schedule, and grade level for an identified period of time. A letter of reference is void of assessment.

Suggestions for Success
Mansfield University holds in-service workshops for cooperating teachers in both the fall and spring semesters. At past workshops, veteran cooperating teachers have offered the following suggestions to new cooperating teachers who will work with student teachers.

Before the student teacher arrives . . .
- Prepare the students for the arrival of the student teacher.
- Review the student teacher biographical data sheet provided by the University
- Review the Mansfield University Student Teaching Handbook on-line at http://mansfield.edu/teacher/.
- Consult with a colleague who has worked successfully with student teachers, especially if this is your first student teacher from Mansfield University.
- Obtain handbooks, policies, and other materials that will help to orient the student teacher (e.g., school handbook for teachers, discipline policy, school schedule). The student teacher should ask for these materials, but he/she may be overwhelmed and need your direction.
- Make arrangements for a desk or work area for the student teacher.
- Collect copies of textbooks and curriculum guides for the student teacher.
- After reviewing the student teacher requirements and the Student Teacher Evaluation Report (STER – which is also available on-line), plan a tentative sequence of experiences for the student teacher.
• Meet with the student teacher (preferably at the school or in a public place) before the first day of student teaching if possible.

After the student teacher arrives . . .
• Make the student feel welcome and help him or her to feel like a teacher.
• Introduce the student teacher as a co-teacher to the students.
• Introduce the student teacher to school personnel.
• Tour the building with the student teacher pointing out the route for fire drills, faculty room, library, etc.
• Orient the student teacher immediately to emergency procedures, critical school policies and procedures, and resources such as the faculty handbook, student handbook, and school's discipline code.
• Establish a pattern of open communication from the beginning; set a time to talk each day, plus a time for a "sit-down" formal conference each week.
• Help the student teacher learn students' names and necessary background information on pupils.
• Let the student teacher examine course guides and textbooks to understand the sequence of lessons.
• Reach an agreement on the initial responsibilities and authority of the student teacher; plan for the student teacher's gradual assimilation of teaching responsibility.
• Familiarize the student teacher with your discipline policies and discuss how you might handle certain situations.
• Acquaint the student teacher with available instructional materials.
• Orient the student teacher to the community.
• Encourage the student teacher to set goals for his or her student teaching.
• Meet with the university supervisor and establish a working collaboration, review the evaluation instrument with the supervisor, discuss concerns and unclear expectations.

During the student teaching experience . . .
• Assist the student teacher in realistic planning and review lesson plans far enough in advance to permit changes when necessary.
• Encourage the development of good classroom management and control.
• Promote self-evaluation of lessons by the student teacher help the student in reflecting about his or her teaching.
• Observe the student teacher in the classroom, and discuss your observation data with the student teacher.
• Hold frequent conferences with the student teacher; discuss ways you solve problems; evaluate teaching skill and growth; provide opportunities for improvement.
• Encourage a professional attitude toward teaching; discuss your feelings for the profession.
• Point out appropriate professional literature.
• Help the student teacher write a letter (or adapt the handbook template) to parents asking permission to videotape.
• Give the student teacher an opportunity to serve on committees and participate in school affairs.
• Help the student teacher develop an understanding of his or her professional strengths and weaknesses.
• Work with the university supervisor in providing meaningful supervision.
End of student teaching . . .
- Work with the student teacher and the university supervisor to determine if the student is competent to enter the profession as a novice teacher.
- Aid the student to reflect on his or her student teaching experience and to set professional goals.
- Share your ideas with the university supervisor or with the Mansfield University Office of Field Experiences for improving Mansfield University's student teaching program.
- Write a letter of recommendation or a letter of reference for the student teacher.

Student Teacher Confidentiality
In rare situations, student teachers have personal issues that inhibit their ability to continue student teaching. Any number of possibilities could cause an immediate termination of a student’s placement without advanced warning (health concerns, clearance problems, family issues, geographic/transportation challenges, etc.) Mansfield University works to minimize these situations; however, there are times when Mansfield must remove a student from student teaching for “personal reasons.” Due to federal law (Privacy Act), MU is legally not permitted to reveal the reason for the removal. Mansfield University realizes the extreme inconvenience of a situation such as this and works to avoid such situations. However, in the event that circumstances warrant a sudden change, MU asks for your understanding. Mansfield University is legally committed to maintaining a student’s right to privacy.
Section 5

Guidelines for University Supervisors

The University Supervisor

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

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

Working with Cooperating Teachers
- Explain the structure and purpose of Mansfield University’s Education Program, especially student teaching.
- Provide an orientation that establishes requirements and expectations, reviews evaluations (delivered to the coop by the supervisor), and answers questions.
- Build a relationship of trust and collaboration.
- Provide specialized help, upon request, to assist with any of the activities in which the student teacher is participating.
- Assist the student teacher and cooperating teacher in establishing a good working relationship and act as a liaison between the cooperating teacher and the University.
- Identify possible alternatives for problem situations.
- Assist the student teacher and the cooperating teacher with co-teaching.
- Assist the cooperating teacher concerning evaluation expectations.
- Assist the University in the study and the improvement of the student teaching program in connection with Pennsylvania Department of Education.
- Explain the role of the student teacher’s Professional Seminar course.
- Identify new teaching centers and cooperating teachers.
Networking with Building Principals
- Make the supervision task in a given building known to the principal.
- Build a positive relationship with the principal and staff.
- Report any concerns or suggestions to The Educational Field Experience Office.
- Be a public relations agent for Mansfield University’s Teacher Education Unit.

Completing Supervision Paperwork
- Submit monthly travel voucher requests for payment
- Submit STER: Student Teacher Evaluation Reports (both cooperating teachers’ evaluations as well as the supervisor’s final evaluation). Pay particular attention to filling out Parts II and III. Numerical scores must be entered into this document for program improvement. It is not enough to provide a final collective score for each section. Document the breakdown of points on the rubrics provided.
- Submit a formative and summative PDE 430 form. Please complete the PDE 430 providing appropriate documentation to support each grade given. Cooperating teachers may NOT complete the PDE 430. This is the responsibility of the supervisor. The supervisor may, however, conference with the cooperating teacher concerning the PDE 430.
- Submit the following paperwork to The Educational Field Experience Office within a week after the student teaching semester ends:

  1. Visitation Log (Records the dates and purpose of each supervisor visit for the semester)
  2. Travel voucher (monthly submission of mileage is required)
  3. Final STER for each student teacher - It is very important that the final STER be accurately completed with special attention given to ensuring accurate point totals on the final summary page. Signatures of the student teacher and the University supervisor are also important on this legal document.
  4. A formative and a summative PDE 430 form for each student teacher - It is very important that both PDE 430s be accurately completed. Signatures of the student teacher and the University supervisor are also important on this legal document.
  5. A signed cooperating teacher evaluation (STERs) for each student (one from each assignment)
  6. Observation Reports completed by the supervisor for each observation of the student teacher
  7. P12 Learning Project with the graded rubric for each student teacher. Electronic or hardcopy submission is acceptable for the P12 Learning Project with the graded rubric.
  8. A Survey of Multicultural Experiences form and A Survey of Special Education Experiences form for each student (may be copied from the handbook)
  9. A Disposition Assessment for each student teacher.
  10. Return of any Flip Cameras borrowed on behalf of student teachers.

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

**Step 1-Planning Conference**
The first phase of clinical supervision is a pre-conference. This conference need take only five or ten minutes, but it is important that it is not omitted.
- Before the observation, the observer needs to understand the student teacher's lesson plan and consider what information would be helpful to collect. The observer must listen actively, ask probing questions until he or she understands clearly, and then decide how to collect data related to the student teacher's concerns.
- The observer must determine what concerns the student teacher has about the lesson (e.g., student participation, clarity of lecture, or teacher questions or feedback to students). The observer then helps the student teacher translate one or two of these concerns into performance that can be observed and recorded—for example, what will students be doing when they are participating, or what behavior of the student teacher or students will show the lecture is clear, or what types of questions or responses are expected.

**Step 2-Observation**
The second phase of clinical supervision is the actual observation of the lesson. The observer's responsibility during the observation is to record the behaviors and events seen and heard in the classroom.
- The observer should be positioned as unobtrusively as possible and avoid interrupting or interfering with the class in any way.
- Some observers prefer observation notes because a written record can be quickly analyzed, and underlining or circling sections of the observation notes can effectively highlight important patterns of teaching.
- At times, it helps to occasionally make note of the time so that the sequence of events can later be established.
- Nonverbal behavior should be described as objectively as possible; The observer’s feelings, and judgments can be noted marginally for later reference, but the observation data should be limited to a descriptive record of events and behaviors enacted by the student teacher and the students.

**Step 3-Feedback Conference**
The post-observation feedback conference is an essential stage of the clinical supervision process.
- Avoid the temptation to use the feedback conference to tell the student teacher what is right or wrong, good and bad, about his or her teaching.
- The goal of the observer in the post conference is to guide the student teacher in analyzing the information collected during the observation. In the beginning of the student teaching experiences (especially in the first student teaching assignment), the observer often has to analyze observation data for the student teacher and point out data that support analyses and comments. The eventual goal, however, is for the observer to present the information collected and lead the student teacher in developing his or her own analyses.
- There are several styles which can be used in the feedback conference. In a lecture conference, the supervisor states key points and shows observation data that support these points. In discovery-type conference, involving a "consulting" or "delegating" style, the role of the observer is to present observation data and facilitate the student teacher’s analysis and goal setting through indirect teaching approaches such as active listening, questioning, and summarizing.
Evaluation

The student teacher evaluation instruments (STER) used in Mansfield University's student teaching programs are found on The Educational Field Experience webpage. A hardcopy of this evaluation will be provided to the cooperating teacher by the University supervisor during the orientation visit. Since the Teacher Education Unit adopted the Charlotte Danielson Conceptual Framework, MU’s student teacher evaluation instruments correlate with the Danielson components. Additional information concerning the Danielson Conceptual Framework can be accessed during cooperating teacher in-service workshops. The Educational Field Experience Office will also provide additional information upon request.

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

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

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

- University supervisors and cooperating teachers should review the evaluation report and procedures for using it at their first meeting.
- Cooperating teachers should plan to meet regularly with their student teacher and use the evaluation report as a basis to discuss the student teacher's performance, to monitor his or her progress, and to plan steps for growth.
- Prior to the final evaluation conference with the university supervisor, the cooperating teacher should complete Section A of the "Student Teaching Evaluation Report." University supervisors are responsible for evaluating and scoring the reflective exercises required of student teachers.
- Whenever possible, cooperating teachers should write comments on the evaluation report about the student teacher's behaviors and attributes, teaching performance, and content mastery.
- The final evaluation reports completed by the university supervisors are kept in The Educational Field Experience Office. The director may refer to these reports, but in no case are the reports sent to any prospective employer.
- If there is a change of university supervisors at some point in the semester, both supervisors meet at the end of the second experience to discuss the final grade. If the university supervisors disagree about the final grade, then the department chairperson will review all appropriate materials and assign the grade.
Supervisor Information: Guidelines for Working with a Student Placed in a Distant Assignment

Working with a student teacher who is student teaching in a distant second placement can be a challenge. The following guidelines will help the University supervisor prepare for this experience:

1. Please notify The Field Experience Office immediately if the student teacher is in jeopardy of earning anything lower than an “A” for the first half of student teaching. Arrangements need to be made to change the special placement in the event that the student is not successfully demonstrating strong, positive teaching characteristics. The University desires to send only strong teaching candidates to distant placements as a result of the supervision constraints associated with a distant placement. If a student teacher is struggling in the first placement, it will be necessary to keep the student close to the University in an effort to provide the student with additional support.

2. Prepare a packet to be hand carried to the distant cooperating teacher through the student teacher. This packet will take the place of the first orientation visit that would typically begin the student teaching placement and connect the supervisor and the cooperating teacher. This packet should include an introductory letter to the cooperating teacher as well as any materials that would normally be handed to a local cooperating teacher. The supervisor should use this letter as an introduction to the cooperating teacher and should include the following: 1) a supervisor introduction, 2) the best way for the supervisor and the coop to communicate, 3) expectations concerning paperwork, 4) expectations for the student teacher, including any due dates that might be appropriate, 5) supervisor contact information. (see sample letter below)

3. Maintain on-going, weekly correspondence with the student teacher and regular correspondence with the cooperating teacher throughout the experience. Student teachers who are selected for distant placements have completed an application process designed to ensure that MU sends quality students to distant placements. Since students will not have the usual supervision during the second half of the semester, they must be strong student teachers. The supervisor may require a video tape or Skype session from the student teacher.

4. The Educational Field Experience Office has purchased lap top computers and iPads equipped to handle Skype. Supervisors may check out these tools for use with supervision during this student teaching assignment. If needed, there is available support if a supervisor decides to use Skype.

5. If an on-site supervisor visits the student teacher, then it will be the responsibility of that supervisor to provide the regular supervisor and The Educational Field Experience Office with a written observation adequately covering the four domains. This observation will provide specific supporting evidence that can be used by the regular supervisor to document a final grade and the PDE 430.

6. The process for calling a cooperating teacher who lives outside of the country is as follows:
   - Dial *6
   - Then enter the Field Experience Authorization Code (Call 570-662-4024 for this code).
   - Then # 9-011
   - Then the country code (61 is Australia)
   - Then the city code
   - Then the phone number
   This information is available on page 22 of the local phone book as well.
Sample Letter to Distant Cooperating Teacher
(MU Letter Head is Available)

Date

Dear Cooperating Teacher: (Provide Name if Possible)

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

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

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

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

Best wishes,

Name of Professor
Professor of Education
Contact Information
Mansfield University

Student
Teaching
Forms
STUDENT TEACHER ABSENCE FORM

PLEASE PRINT AND RETURN THIS FORM TO THE UNIVERSITY SUPERVISOR TO BE TURNED IN WITH HIS/HER FINAL EVALUATION

Student Teacher: ______________________________________ ID #: ______________________

Building: ___________________________ Grade Level/Subject: __________________________

Semester:  ☐ Fall  ☐ Spring  Quarter:  ☐ 1st  ☐ 2nd  ☐ 3rd  ☐ 4th

PROCEDURES FOR RECORDING TARDINESS AND ABSENCES OF STUDENT TEACHING

Student teachers will follow the MU calendar for the first and last day of the student teaching experience as well as identified workshops. Otherwise, student teachers will follow the public school calendar. Leaving early for holidays, weekend trips, etc., is not consistent with professional practices, and is unexcused.

If, in the opinion of the cooperating teacher and/or University Supervisor, a student teacher is negligent or has excessive absences, s/he may be removed from the student teaching assignment or may have the student teaching experience extended.

- Student teachers may have a reasonable number of interviews for teaching positions. This privilege should not be abused. Absences for interviews are to be approved in advance and are to be noted on the RECORD OF ABSENCE.

- If a student teacher is absent more than three consecutive days due to illness, s/he must present a doctor's excuse to the cooperating teacher. This is to be attached to the absence report.

- Student teachers must call their cooperating teacher and university supervisor if they are going to be absent for any reason. The student teacher should check with his/her University Supervisor to find out where and when s/he can be reached if the need arises.

- Student teachers will record the pertinent information on the STUDENT TEACHER ABSENCE FORM for each placement quarter. Supervisors will return the forms with the final evaluation at the end of the semester.

- The University Supervisor may discuss absences with the cooperating teacher and student teacher during his/her regular visit.

<table>
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<tr>
<th>Date of Absence</th>
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<th>Reason for Absence</th>
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SIGNATURE:  
Cooperating Teacher: ______________________________________
University Supervisor: ______________________________________
Student Teacher: ______________________________________
Part A: to be retained by the cooperating teacher

Professional Seminar Early Dismissal Form

Professional Seminar is a required course in the Elementary, Secondary, and Special Education programs. The seminar is designed to enhance the student teaching experience and runs in conjunction with student teaching. The time the class meets is set by individual departments and varies from program to program. Professional Seminar is typically scheduled on either a Tuesday or Wednesday afternoon. In an effort to ensure that each student teacher meets this class requirement, we ask that students be permitted to have a reasonable amount of time to travel to Mansfield and then to get settled for class by 4:00 PM. As a result, MU kindly requests that students be given a grace period of 30 minutes on top of the time needed to travel from the school placement to Mansfield University. Please use this form to document the communication that resulted in final decisions concerning Professional Seminar schedule adaptations.

Student Name____________________________________ Placement ____________________________
School _________________________________________ Distance to Mansfield __________________
Cooperating Teacher Signature ____________________________ Approved dismissal time____________
Comments:

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

Part B: to be retained by the student teacher

Professional Seminar Early Dismissal Form

Professional Seminar is a required course in the Elementary, Secondary, and Special Education programs. The seminar is designed to enhance the student teaching experience and runs in conjunction with student teaching. The time the class meets is set by individual departments and varies from program to program. Professional Seminar is typically scheduled on either a Tuesday or Wednesday afternoon. In an effort to ensure that each student teacher meets this class requirement, we ask that students be permitted to have a reasonable amount of time to travel to Mansfield and then to get settled for class by 4:00 PM. As a result, MU kindly requests that students be given a grace period of 30 minutes on top of the time needed to travel from the school placement to Mansfield University. Please use this form to document the communication that resulted in final decisions concerning Professional Seminar schedule adaptations.

Student Name____________________________________ Placement ____________________________
School _________________________________________ Distance to Mansfield __________________
Cooperating Teacher Signature ____________________________ Approved dismissal time____________
Comments:

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

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

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

________ Observation experiences in special education classrooms

________ Observation experiences in general education that included students in inclusive settings.

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

________ Participation experiences in special education classrooms

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

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

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

List any others that might be appropriate

Last Name__________________ First Name___________________ Middle__________
Department_________________________________________________________
University Supervisor_____________________________________ Date_____________
Survey of Multicultural Experiences

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

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

- Observation experiences in multicultural and/or diverse settings
- Actively participated in experiences in multicultural and/or diverse settings
- Discuss and develop multicultural experiences that included such issues as participatory democracy, racism, sexism, and the parity of power
- Experiences which examined the dynamics of diverse cultures
- Experiences which examined linguistic issues (i.e. English as a second language, dialects, and non-verbal communication)
- Experiences in developing and implementing a multicultural lesson plan

List any others that might be appropriate

Last Name__________________ First Name___________________ Middle__________
Department_________________________________________________________
University Supervisor_____________________________________ Date_____________
## Notification Data – First 8 Week Assignment

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<th></th>
<th>Student Teacher</th>
<th>Cooperating Teacher</th>
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**Vacation Days:**

**In-Service Days:**

**Early Dismissal Days:**

**Other Schedule Changes (e.g., field trips, assemblies, etc.):**
Class Schedule – First 8 Week Assignment

Student Teacher _____________________________________ Cooperating Teacher _______________________________________
Semester ___________________________________________ School __________________________________________________

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<th>Time/ Grade Level Subjects</th>
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### Notification Data – Second 8 Week Assignment

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<th>Other Schedule Changes (e.g., field trips, assemblies, etc.):</th>
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Video Parent Permission Form

Dear Parent or Guardian:

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

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

Sincerely,

Christina Fry, Director Educational Field Experiences, Mansfield University

______________________________   ____________________________
Student Teacher - Mansfield University   Cooperating Teacher

Please Return by

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

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

Signature of Parent or Guardian: _________________________

Date: __________________
CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Sec.

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

Authority

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

Source

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


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

§ 235.2. Introduction

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

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.
§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

   (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

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

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

   (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or
sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

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

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

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

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

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.

§ 235.5. Conduct.

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

§ 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children.


(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References

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

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

Cross References

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

§ 235.8. Civil rights.

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

Cross References

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

§ 235.9. Improper personal or financial gain.

The professional educator may not:  
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.  
(2) Exploit a professional relationship for personal gain or advantage.

Cross References

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

§ 235.10. Relationships with students.

The professional educator may not:  
(1) Knowingly and intentionally distort or misrepresent evaluations of students.  
(2) Knowingly and intentionally misrepresent subject matter or curriculum.  
(3) Sexually harass or engage in sexual relationships with students.  
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.
§ 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).
Distant Student Teaching Placement Application Process
Teacher Education Council (TEC)

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

Beginning the Process
1. Meet with the director of Field Experiences one year in advance to discuss the process and to begin applying for a distant student teaching experience.
   Date

2. Meet all required gates and clearances for student teaching at the time of application and throughout student teaching. Please verify this with MU’s Certification Officer

Applying for a Distant Placement (Due Date: )
Please submit an electronic folder (cfry@mansfield.edu) complete with a paper and two education faculty recommendations meeting the following requirements:

1. Paper: Please write a paper discussing your (1) interest in teaching in a distant setting, (2) willingness to adapt to an unfamiliar setting, (3) recognition of the additional financial and time resources required of this experience, and (4) ability (disposition) to embrace the diversity of this experience.

2. Recommendations: Please submit two letters of recommendation from education faculty who can speak to your ability to teach as well as to your ability to be successful under the many additional challenges a distant placement will pose. Please note that after you have taken your foundational teaching course (essentially a mini-student teaching class that is typically taken the semester before student teaching), your instructor will be asked to provide the committee with his/her approval as well. Although you will not have to address this step, please note that the committee will be seeking the recommendation of this professor.
Interviewing for the Distant Placement

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

Provisional Acceptance

1. Notification: Candidates will receive an email within two weeks of the interview accepting or denying their application. Once accepted, students may begin to prepare for a second distant student teaching placement. Please note that acceptance is on-going and can be terminated at any time in the process if the following requirements are not met:

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

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

____________________________________________________________________

Student’s Signature:   Date:

____________________________________________________________________

Director’s Signature:   Date:
Mansfield University Teacher Education Unit

Role of Dispositions

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

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

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

Mansfield University Teacher Education Council has identified six dispositions that should be exhibited by program graduates. Through the actions of TEC, a set of procedures have been established to promote and assess teacher education candidate dispositions and to respond to candidates displaying negative dispositions through their conduct. Assessments are based on The Danielson Group’s 2013 Evaluation Instrument. Authority for enforcing the dispositions procedures resides within academic departments and is directed by the Department Chairpersons.
Mansfield University Teacher Education Unit Dispositions

Statement on Pre-service Teacher/Candidate Dispositions

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

2. **Professional conduct** – Pre-service teachers/candidates should exercise sound judgment and ethical professional behavior, including physical appearance, online activity, maintaining complete confidentiality and being positive role models for their students. Pre-service teachers/candidates support colleagues and other professionals and paraprofessionals. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity (2C, 4D, 4F)

3. **Respect** – Pre-service teachers/candidates should be sensitive to individual differences among students. Pre-service teachers/candidates should treat students equitably and exercise fairness in academic assessment. Pre-service teachers/candidates promote student respect and fairness toward other students by promoting social justice and preventing and/or interrupting bullying and belittling behaviors; they promote understanding of students’ varied cultural traditions and learning strengths and needs. Pre-service teachers/candidates should address and interact with their students, fellow teachers, administrators, parents, and other community members with courtesy and civility. (1B, 2A, 2D, 4C, 4D)

4. **High expectations** – Pre-service teachers/candidates should believe that all their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to all their students in positive ways. (1C, 2B, 3A)

5. **Positive Regard** – Pre-service teachers/candidates should be dedicated to viewing other people in positive regard. They should demonstrate professional friendliness, warmth, and genuine caring in dedicated relationships with students, parents, and school professionals. They establish student teacher relationships characterized by respect and rapport, and they work to promote positive changes in schools and communities that benefit the welfare of their students. Pre-service teachers/candidates should work to assure that their students are afforded the services they need. (2A, 4D, 4E, 4F)

6. **Curiosity** – Pre-service teachers/candidates should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development. (3C, 4D, 4E)
There is a two-fold system of assessing dispositions at Mansfield University.

1. Throughout the curriculum, the Dispositions Evaluation, a rubric-based assessment, has been embedded into experiences that all pre-service teachers/candidates are required to take while passing through the “gates requirements.” Low scores on the Dispositions Evaluation may result in a Dispositions Incident Report to document dispositional concerns.

2. At any time, a Dispositions Incident Report may be filed by any faculty member when having observed that a TEC student/candidate’s conduct shows evidence for concern regarding any of the TEU’s six Dispositions (evidence for concern as defined by the evaluation rubric’s lowest performance indicators). This is the formal notification system to the Department Chairs, which may then result in a conference with the TEC student/candidate.

1. The Dispositions Evaluation

Mainly a field-based assessment, the Dispositions Evaluation is used at a minimum of three times:

1. Prior to Gate 1; for example, during Introduction to Education or Introduction to Music Education for undergraduate programs; during an interview or first required education course in the program for advanced programs.
2. During the School Experiences course (aka “Observation and Participation”) for undergraduate programs; during the major field experience course of program, prior to final semester, for advanced programs.
3. During Student Teaching, for undergraduate programs; during practicum, internship, or other culminating field experience for advanced programs.

Mansfield University adheres to NCATE standards in assessing professional dispositions for all teacher education candidates. Professional dispositions are assessed based on “observable behavior in educational settings” (NCATE, 2008, 22). Field experiences are a developmental and sequential part of each teacher education program. Dispositions are often observed in field experiences, by the Pre-K-12 teacher, the University Supervisor, or both (depending on the course). In keeping with established assessment principles and practices, the assessment occurs throughout the teacher education program.

Data are recorded by the course professor. Data are given to the NCATE Coordinator by professional education faculty at the end of each semester, at which point they are archived in the Assessment Warehouse. The data from the previous year are reviewed at TEC Assessment Day each fall.

Evaluations of concern may bring about the conditions listed below.

An “Unacceptable” evaluation on the Introduction Dispositions Evaluation may result in conference with the professor of record; if concerns remain after the conference, the faculty member may refer the candidate to the Department Chairperson(s) for a conference. After the conference, a Dispositions Incident Report is filed by the Department Chairperson in the teacher education student record. (Note, for some programs, the Introduction administration of the Dispositions Evaluation may be replaced by an interview rather than classroom observation.)
An “Unacceptable” evaluation on the School Experiences/Major Field Experiences Course Disposition Evaluation results in a conference with the professor of record. Notice of the “Unacceptable” evaluation is forwarded to the Department Chairperson(s) and Director of Field Experiences. The Department Chairperson(s) holds a conference with the TEU student/candidate, with the professor of record, and, in the undergraduate program, with the Director of Field Experiences. After the conference, a Dispositions Incident Report is filed by the Department Chairperson in the teacher education student record. The Incident Report may be accompanied by a plan of action for changing behaviors that have been questioned, or it may recommend removal from teacher education.

An “Unacceptable” evaluation on the Student Teaching Evaluation results in a conference between the University Supervisor and the Cooperating Teacher. The Student Teacher is also consulted regarding the evaluation. Notice of the “Unacceptable” evaluation is forwarded to the Department Chairperson(s) and Director of Field Experiences. The Department Chairperson(s) holds a conference with the TEU student/candidate, with the professor of record, and, in the undergraduate program, with the Director of Field Experiences. After the conference, a Dispositions Incident Report is filed by the Department Chairperson in the teacher education student record. It may be accompanied by a plan of action for changing behaviors that have been questioned, or it may recommend removal from teacher education.

Note: The Dispositions Evaluation does not replace the PDE430. The Policy still is in place that a student teacher receiving an “Unsatisfactory” PDE 430 evaluation in any domain or overall on the summative evaluation cannot be recommended to PDE for certification; to gain a “Basic” level or above, student teaching would need to be successfully repeated.

2. The Dispositions Incident Report.
The Dispositions Evaluation Report documents a concern regarding the student/candidate’s disposition, and, when appropriate, outlines a plan for action to alleviate the concern. As mentioned above, completing an Incident Report is the Department Chairs’ responsibility when informed that a candidate has scored “Unacceptable” on the Dispositions Evaluation during any of the three administrations of the Dispositions Evaluation.

In addition to these three administrations of the Dispositions Evaluation, an Incident Report may also be completed by any faculty member who observes behavior contrary to the dispositions outlined by the MU TEU Statement on Pre-service Teacher Dispositions. This includes aggressive or disrespectful conduct or language directed toward faculty members, staff, or students while not in a classroom setting. Breaches of school-age student confidentiality or inappropriate communications or images online also represent occasions for concern. Other forms of inappropriate, unprofessional, or negative behaviors may also compel a faculty member to complete a Dispositions Incident Report outside of the classroom.

In situations such as this, faculty members should direct their concerns about a student’s professional dispositions to the Department Chairperson by using the Dispositions Incident Report. Then, the Chairpersons will conference with the student/candidate and the faculty member who filed the Dispositions Incident Report. Dispositions Incident Reports should be submitted to the Department Chair of the program in which the student is enrolled; secondary, music, and art chairpersons would then also conference with the Education and Special Education Chairperson.

A chairperson will file a Dispositions Incident Report at any point in the teacher education program when there are concerns about a pre-service teacher’s professional dispositions or conduct. The final paperwork will officially reside in the Educational Field Experience Office; however, the content Chairperson will also retain a copy of the filed report. When concerns are raised, the student will be
notified by the respective Department Chairperson(s) and given an opportunity to discuss via conference with the Chairperson(s) and other faculty involved, if any.

At the conference with the pre-service teacher, a plan of action with opportunity to address the area(s) of concern may be developed. Note: A plan of action will state a timeline to establish a date for a follow-up Progress Meeting. If, after a plan of action is attempted, the area(s) of concern continue, further actions, including dismissal or continued Progress Meetings, will be considered.

Immediate Removal: Students are expected to behave in a professional manner and in ways that uphold their responsibilities to be positive role models for the students that they teach. Students in field experiences are guests in the host schools and participation in field experiences carries important responsibilities to act in a professional manner. In unusual circumstances, it may be necessary to remove a pre-service student from a field experience or course experience. The following conditions provide examples of (but are not limited to) what constitutes reasons for an unscheduled removal:

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

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

Program Removal: If a student is removed from a field experience or course experience, then that student may also be dismissed from the teacher education program. In rare situations such as this, the student will not be allowed to readmit to teacher education programs at Mansfield University.

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

This dispositions assessment policy pertains to Mansfield University initial teacher education programs and candidates as well as advanced programs. Each will assess dispositions using procedures that are
consistent with the professional standards of their individual subject area disciplines and are in keeping with this document.

References


Mansfield University Teacher Education Unit Dispositions

Dispositions Incident Report

Name of faculty/staff member reporting the incident: ________________________________

Student/Candidate: ____________________________________________________________

Student/Candidate’s Major: ________________________ Program Code: ____________________

Date of Incident: _______________

STEP ONE:
Indicate the Disposition(s) of Concern (check all that apply to this incident):

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

2. Professional conduct – Pre-service teachers/candidates should exercise sound judgment and ethical professional behavior, including physical appearance, online activity, maintaining complete confidentiality and being positive role models for their students. Pre-service teachers/candidates support colleagues and other professionals and paraprofessionals. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity (Danielson 2C, 4D, 4F) □

3. Respect– Pre-service teachers/candidates should be sensitive to individual differences among students. Pre-service teachers/candidates should treat students equitably and exercise fairness in academic assessment. Pre-service teachers/candidates promote student respect and fairness toward other students by promoting social justice and preventing or interrupting bullying and belittling behaviors; they promote understanding of students’ varied cultural traditions and learning strengths and needs. Pre-service teachers/candidates should address and interact with their students, fellow teachers, administrators, parents, and other community members with courtesy and civility. (Danielson 1B, 2A, 2D, 4C, 4D) □

4. High expectations – Pre-service teachers/candidates should believe that all their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to all their students in positive ways. (Danielson 1C, 2B, 3A) □

5. Positive Regard – Pre-service teachers/candidates should be dedicated to viewing other people in positive regard. They should demonstrate professional friendliness, warmth, and genuine caring in dedicated relationships with students, parents, and school professionals. They establish student-teacher relationships characterized by respect and rapport, and they work to promote positive changes in schools and communities that benefit the welfare of their students. Pre-service teachers/candidates should work to assure that their students are afforded the services they need. (Danielson 2A, 4D, 4E, 4F) □

6. Curiosity – Pre-service teachers/candidates should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development. (Danielson 3C, 4D, 4E) □

STEP TWO: On the following page, you will answer Item 1 only, describing how the conduct that you observed is specifically related to the dispositions indicated above.
Mansfield University Teacher Education Unit Dispositions

Dispositions Incident Report

1. In the space below, document the conduct of concern that is specifically related to this disposition. State who did what, and how it indicates a concern of disposition. Attach additional pages as necessary.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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Stop. Submit your response to Item 1 to department chair of the pre-service teacher’s major.

-------------------Items 2 and 3 Completed by Department Chairs--------------------------

2. Department Chair, summarize the conference with the student/candidate. Attach pages as necessary.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

3. Explain the outcome of the conference: Was there a Plan of Action or a Recommendation for Dismissal? Including follow-up times and dates. Attach pages as necessary.

_____________________________________________________________________________________
_____________________________________________________________________________________

Name of Department Chair: __________________________________________________________

Date of Report: _________________________

*******************************************************************************

Signature of Student: __________________ Signature of Dept. Chair: ____________________

Date Department Chair Conferenced with Student Candidate: _________________________

Mansfield University Teacher Education Unit Dispositions

Dispositions Evaluation
The six dispositions described herein have been aligned to the domains and components of the Danielson Framework for Teaching (2007) that forms the core of the knowledge base within Mansfield University’s Teacher Education Unit conceptual framework.

**Please note:** This evaluation does not count toward the course grade unless specifically indicated by the professor of record. This evaluation occurs three times for every student/candidate, regardless of program:

1. Prior to Gate 1; for example, during Introduction to Education or Introduction to Music Education for undergraduate programs; during an interview or first required education course in the program for advanced programs.
2. During the School Experiences course (aka “Observation and Participation”) for undergraduate programs; during the major field experience course of program, prior to final semester, for advanced programs.
3. During Student Teaching, for undergraduate programs; during practicum, internship, or other culminating field experience for advanced programs.

Name of Student/Candidate: ___________________________ Date(s) of Observation: __________

Student/Candidate’s Program: __________________________ Program Code: __________

Course/Experience: __________________________

Name of MU Faculty Member Completing Evaluation: __________________________

If in a field experience: Subject/Grade: __________________________

Name of School District and School: __________________________

City/State of School: __________________________

**Instructions:**
While observing this student/candidate, please evaluate his or her behavior as a measure of disposition by using the rubric descriptions for each disposition. Due to individual differences and variations amongst people and settings, it is not expected that all students would always achieve the top rating in all dispositions. On the following pages, you will see a rubric for each of the six dispositions articulated for all TEU candidates. Please circle the score that best reflects the student/candidate’s disposition in each of the six areas as demonstrated by the student through his or her observable conduct. Then, briefly explain why you chose the score that you did. **Return this cover page with a hardcopy of the scored rubric to the accreditation Coordinator (or the Field Experience Office). The professor of record should also retain a hardcopy.**

1. **Reflection** – Pre-service teachers/candidates should recognize that professional reflection combined with experience leads to professional growth. Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement. (Danielson 4A, 4E)
<table>
<thead>
<tr>
<th>1 Unacceptable</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Target</th>
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<tbody>
<tr>
<td>Shows no evidence of reflecting on their teaching practice. Reflection is a retelling of facts or opinions rather than critically thinking about their own practice and strengths/weaknesses.</td>
<td>Only shows evidence of reflection when prompted. Reflection is more focused on facts than the consideration of those facts on the teaching profession. Does not connect reflection to practice or to personal strengths and weaknesses.</td>
<td>Shows evidence of reflection even when not prompted to reflect. Reflection extends beyond fact-telling to usually provide examples of their own strengths and weaknesses as a growing teacher.</td>
<td>Shows evidence of reflection even when not prompted to reflect. Reflection consistently connects facts with practice by way of how specific examples indicate strengths and weaknesses.</td>
</tr>
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</table>

Provide a brief summary of observable behavior:

Insufficient opportunity to observe this pre-service teacher on this disposition

| 2. **Professional conduct** – Pre-service teachers/candidates should exercise sound judgment and ethical professional behavior, including physical appearance, online activity, maintaining complete confidentiality and being positive role models for their students. Pre-service teachers/candidates support colleagues and other professionals and paraprofessionals. Teachers/candidates should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity (2C, 4D, 4F) |
|----------------|-------------|-------------|---------|
| 1 Unacceptable | 2 Developing | 3 Acceptable | 4 Target |
| Has committed intentional breach of confidentiality, broken the MU Code of Conduct (by plagiarism, e.g.), posted illicit materials online, ignored promptings to dress or speak more professionally, or has disparaged peers, students, or personnel. | May unintentionally break students’ confidentiality through carelessness with materials; must be reminded to engage in ethical conduct, proper online behavior, or supportive actions; must be prompted to dress and speak professionally. | Is attentive to student confidentiality; maintains secure and organized student records. Has had no identified episodes of ethical misconduct, online misbehavior, unsupportive actions, or unprofessional dress or speech. | Is attentive to student confidentiality; maintains secure and organized student records. Shows consistent evidence to indicate that actions are ethical and supportive of peers, students, and personnel, both in person and online. Maintains professional dress and speech without being prompted. |

Provide a brief summary of observable behavior:

Insufficient opportunity to observe this pre-service teacher on this disposition

NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.
3. **Respect for diversity** – Pre-service teachers/candidates should be sensitive to individual differences among students. Pre-service teachers/candidates should treat students equitably and exercise fairness in academic assessment. Pre-service teachers/candidates promote student respect and fairness toward other students by promoting social justice and preventing or interrupting bullying and belittling behaviors; they promote understanding of students’ varied cultural traditions and learning strengths and needs. Pre-service teachers/candidates should address and interact with their students, fellow teachers, administrators, parents, and other community members with courtesy and civility. (1B, 2A, 2D, 4C, 4D)

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<tr>
<td>Consistently misses opportunities to engage in cross-cultural learning. Will not interact with certain people groups or is otherwise discriminatory. Fails to engage students according to their needs. Shows obvious favoritism and/or incivility. Is characterized by a lack of courtesy.</td>
<td>Attempts at cross cultural learning are tokenistic or limited to stereotypes. Although not discriminatory, is still hesitant with some people groups or with addressing cultural issues. Attempts to engage all students, but with limited enthusiasm. Has sometimes needed prompting to engage others with civility and courtesy.</td>
<td>Promotes cross cultural learning beyond tokenistic and stereotypical activities. Does not discriminate and is comfortable addressing cultural issues in the classroom. Engages all students using modifications and adaptations, but with uneven results. Does not need to be prompted to engage others with civility and courtesy.</td>
<td>Enthusiastically promotes cross cultural learning built on sound cultural understandings. Addresses cultural issues in the classroom with sensitivity and openness. Engages all students using modifications and adaptations, with consistently positive results. Is characterized by fair, courteous, and civil behavior.</td>
</tr>
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Provide a brief summary of observable behavior:

[ ] Insufficient opportunity to observe this pre-service teacher on this disposition

NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.

4. **High expectations** – Pre-service teachers/candidates should believe that all their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to all their students in positive ways. (Danielson 1C, 2B, 3A)

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<tbody>
<tr>
<td>Easily becomes frustrated when students do not learn. Expresses belief that only some students can learn. Establishes hierarchy wherein some students are seen as less able to learn than others. Sets goals for students that are inappropriate.</td>
<td>Attempts to promote a culture where all students are seen as able to learn, but may show an unclear understanding of students by setting goals that are either too high, too low, or not realistic. Expresses a belief that most students can learn, but not all.</td>
<td>Establishes a culture where all students are seen as able to learn, and sets goals (on paper) that are realistically high. Expresses belief that all students can learn. May have difficulty implementing the goals or communicating them, though.</td>
<td>Establishes a culture where all students know they are seen as high achievers. Expresses belief that all students can learn. Goals are realistically high and are communicated to each individual in a positive way without setting a hierarchy.</td>
</tr>
</tbody>
</table>

Provide a brief summary of observable behavior:

[ ] Insufficient opportunity to observe this pre-service teacher on this disposition

NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.
5. **Positive Regard** – Pre-service teachers/candidates should be dedicated to viewing other people in positive regard. They should demonstrate professional friendliness, warmth, and genuine caring in dedicated relationships with students, parents, and school professionals. They establish student-teacher relationships characterized by respect and rapport, and they work to promote positive changes in schools and communities that benefit the welfare of their students. Pre-service teachers/candidates should work to assure that their students are afforded the services they need. (2A, 4D, 4E, 4F)

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</thead>
<tbody>
<tr>
<td>Actions toward students, peers, or personnel are intentionally disrespectful, belittling, or bullying. Classroom management does not make a positive and supportive community. Stoic, sarcastic, or otherwise discouraging language and behavior impedes classroom relations. Uncompassionate student behavior is ignored. There is no awareness for the need to promote positive changes in schools and communities.</td>
<td>Although unintentional, actions may be interpreted as disrespectful, belittling, or bullying. Candidate may be unaware of how to teach students how to be a community; misses most opportunities. Attempts at compassion are generally appropriate, but may be inconsistent or too critical. It is not obvious that the teacher “likes” the students. Although the awareness for the need to promote positive changes in schools and communities exists, there is no accompanying action.</td>
<td>Actions are considerate, encouraging, and supportive. Classroom management responds to disrespectful behavior, although perhaps inconsistently. Positive regard for students results in polite and respectful relationships. Teacher avoids unconstructive criticism and sarcasm and addresses students when they are not compassionate. The awareness for the need to promote positive changes in schools and communities exists, and it is accompanied by actions (which may be tokenistic or not realistic).</td>
<td>Actions are considerate, encouraging, and supportive. Classroom management proactively creates opportunities to promote respectfulness and build community amongst learners. Accurate empathy and positive regard are consistent themes of teacher’s language. Feedback is always constructive, and all students feel valuable to the classroom. Awareness for the need to promote positive changes in schools and communities exists is accompanied by specific actions to improve community health.</td>
</tr>
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</table>

Insufficient opportunity to observe this pre-service teacher on this disposition

Provide a brief summary of observable behavior:

NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.

6. **Curiosity** – Teachers/candidates should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development. (Danielson 3C, 4D, 4E)

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<thead>
<tr>
<th>1 Unacceptable</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude is marked by complacency with that which is already known or by an “I already know everything” viewpoint.</td>
<td>Although there is awareness of more to know, it is not consistently accompanied by seeking new knowledge/applications.</td>
<td>An awareness that there is more to know is consistently accompanied by active inquiry for self and students.</td>
<td>3) is also accompanied by active membership in a professional teaching association.</td>
</tr>
</tbody>
</table>

Insufficient opportunity to observe this pre-service teacher on this disposition

Provide a brief summary of observable behavior:

NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.