

Mansfield University Early Field Experience Handbook

**TEACHER
AS
REFLECTIVE
DECISION MAKER**



Updated July 2017

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Section 1

Forms: Early Field Experiences

Form 1: Statement of Understanding (Due with clearances, Field Experiences.)

Form 2: Statement of Confidentiality and Professionalism (Due with clearances, Field Experiences.)

Form 2: Statement of Clearance Adherence (Due with clearances, Field Experiences.)

Form 3: School Verification (This form is required if the participating school district requests verification from the professor concerning the authenticity of the placement.)

Form 4: Observation Pre-Approval (*This form may be required by a professor in the event that a student is approved by the professor to make a field connection on his/her own. In situations such as this, The Field Experience Office should be informed.*)

Form 5: Field Experience Record Sheet, 2-page form (*This form should be completed and entered into the LiveText portfolio after each field experience unless otherwise directed by the professor. This form provides valuable proof of completed fieldwork that can later be used by a student. **Since this form requires a participating teacher's signature, students should bring this form with them to their field experience.***)



Dear Teacher Education Major,

Mansfield University has been educating teachers since 1862, and we are delighted to have you join our teaching legacy and to have you participate in our rich tradition of excellence in education. Welcome!

In preparation for the time you will spend in the Teacher Education Unit, please read this handbook, sign Form 1 (below) and Form 2 (next page), and then submit both forms to The Field Experience Office (Retan 205) along with your clearances. This is the first step in beginning the educational field component necessary to help you develop into a wonderful teacher. The content of this handbook will provide the direction needed to begin the field process, a very important process in your transition from student to teacher. When you adhere to these rudimentary steps, you will be permitted to register for additional course work and to continue through the program. Please contact The Field Experience Office or your education advisor if you have questions or concerns about the details of this handbook. We are here to help you.

Best wishes,
Teacher Education Unit

Form 1: Statement of Understanding

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

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

- Statement of Confidentiality and Professionalism
- Statement of Clearance Adherence, on-going clearance compliance (Act 24)
- One million dollars of professional liability insurance for every year in the program
- MU's recommendation to secure health insurance
- Teacher Education Dispositions
- 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 _____
Major _____
Student ID # _____

Printed Name _____
Date _____
Expected Date of Graduation _____

Form 2: Statement of Confidentiality and Professionalism

As an education student in Mansfield University's Teacher Education Unit, I understand that I will have access to privileged and confidential information while participating in early field experiences. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet and work with during these experiences, 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, 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 field work during an investigation and until there is resolution of the charge.

Student (Print): _____ Date: _____

Student Signature: _____

Statement of Clearance Adherence

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

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

Failure to abide by this statement may result in removal from the Teacher Education Unit

Student (Print): _____ Date: _____

Student Signature (and comments): _____

Form 3: School Verification Form from Mansfield University

Students should complete this form if the participating school district requires verification from the professor concerning the authenticity of the placement request. After completing the information requested, have your professor sign the bottom of this form, and then take the form to The Field Experience Office to be faxed to the requesting school district.



Administrator / Teacher

Name of School

City and State

Date

Dear _____,

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

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

Sincerely,

Professor's name, course name, and contact information

Form 4: Observation Pre-Approval

This form should be completed by the student and approved by the course Instructor **before** making contact with a school or before **completing** any field experience. All requests must be with Affiliation Agreement partners. Professors, please turn these forms in to The Field Experience Office.

STUDENT APPLICATION FOR OBSERVATION EXPERIENCES

Teacher Education Unit

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

Form 5: Field Experience Record Sheet

Student's Name _____

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

(Participating Teacher Signature Section)

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

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

Participating Teacher Comments (Optional):

Participating Teacher Signature: _____

(Professor / College Supervisor Signature Section)

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

Professor / College Supervisor Signature: _____

(Student Description Section)

Dates:

Total Hours of this Experience:

School Name:

School District Name (or Organization):

Grade Level:

Teacher Name:

Professor/Supervisor Name:

MU Course Associated with this Field Experience:

Page 2 of Form 5, Field Experience Record Sheet

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

Section 2

Mansfield University Teacher Education Field Experiences

Overview

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

- Requirements for Chapter 49 field experiences
- Expectations during field experiences
- Policies and procedures for fieldwork

Chapter 49 Field Experiences

One important component of the teacher certification program is field experience. Pennsylvania Department of Education's (PDE) Chapter 49 has established competencies for fieldwork and a specific structure for the completion of these requirements. All teacher certification programs include a four-stage structure. Each education student must demonstrate evidence of meeting the field experience competencies identified in each of the stages of learning. Course professors and University supervisors will provide official validation for each student. This documentation is important in verifying successful completion of the Chapter 49 field experience competencies required for teacher certification. Although Mansfield University will provide sequential and developmental field experiences designed to meet state certification requirements, students are responsible for successfully completing these field experiences. Course completion will be hindered without successful mastery of field experience competencies.

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

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

It is important for students to actively record their field work in LiveText. Form 5, in the front of this handbook, is called the *Field Experience Record Sheet*. The student should complete this two-page form for each field experience required in education courses. Whether or not the professor of the

course requires the field experience to be documented, students should be proactive to complete this form and upload it into Live Text each time they complete a course field component. Some professors will require students to complete different forms or assignments that will document the field component. In these cases, students should upload this work into LiveText as a way of saving the experience for future review and verification. Whether or not a professor asks students to record course-specific field experiences, students are required to document each field experience; the *Field Experience Record Sheet* (form 5) should be used unless otherwise directed. This form will need to be signed by the professor and the participating teacher before a student uploads it into LiveText.

Field Experience Stages

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

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

Section 3

MU Compliance with PDE Field Experience Competencies

PDE has replaced Chapter 49's 190 hour field experience requirement with field competencies. As a result, professors will be evaluating each student's field performance in the following courses. A student's successful completion of each identified course verifies that each has shown evidence of meeting the following field competencies as well:

Stage 1	
Competencies	Courses
<p>Stage 1. A. Planning and Preparation Competencies Stage 1. A. 1 – Reflects on elements of planning and preparation from observations in educational settings. Stage 1. A. 2 – Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observation. Stage 1. A. 3 – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning. Stage 1. A. 4 – Identifies how learning goals were developed to address individual student needs. Stage 1. A. 5 – Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.</p> <p>Stage 1. B. Classroom Management Competencies Stage 1. B. 1 – Describes elements of effective classroom management observed in various educational settings. Stage 1. B. 2 – Observes teacher-to-student and student-to-student interactions and reflects on those observations. Stage 1. B. 3 – Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.</p> <p>Stage 1. C Instructional Delivery Competencies Stage 1. C. 1 – Observes and reflects on effective verbal and non-verbal communication techniques. Stage 1. C. 2 – Observes and reflects on effective questioning and discussion techniques. Stage 1. C. 3 – Identifies ways in which technology is used as a teaching and learning tool. Stage 1. C. 4 – Reflects on the level of active student engagement during instructional delivery. Stage 1. C. 5 – Observes methods of communication of instructional goals, procedures, and content.</p> <p>Stage 1. D. Professional Conduct Competencies Stage 1. D. 1 – Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations. Stage 1. D. 2. – Complies with school policies and procedures regarding professional dress, attendance, and punctuality.</p> <p>Stage 1. E. Assessment Competencies Stage 1. E. 1 – Identifies and reports on various kinds of assessments used in instruction. Stage 1. E. 2 – Assesses their own professional growth through focused self-reflection.</p> <p>Stage 1. F. Knowledge of Diverse Learners Competencies Stage 1. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom. Stage 1. F. 2 – Reports on effective practices and opportunities designed to communicate with and engage families.</p>	<p>ED 1102 Introduction to Education Assessment: Field notes reflecting the way in which Stage 1&2 competencies are used in entry-level tutoring; D2L, 6-10 hrs.</p> <p>Supporting Experiential Learning: ELE 1190 Child Development and Cognition I, Prenatal – 5 (Guided classroom observation with 1-3 year olds), 8-10 hrs.</p> <p>MU 1100 Foundations of Music Education Assessment: Students spend 5 hrs. observing with the professor at the campus daycare. Field observations are completed using the Stage 1&2 competencies, D2L. Supporting Experiential Learning to MU 1100: Music students complete additional fieldwork between their second and third semester, after they have taken MU 1100. This field work is a pre-requisite to MU 3241 (25 hours in a general classroom, 10 hours in general music / ensembles or rehearsals.) 40 total hours</p>

Stage 2	
Competencies	Courses
<p>Stage 2. A. Planning and Preparation Competencies Stage 2. A. 1 – Reflects on elements of planning and preparation from observations in educational settings. Stage 2. A. 2 – Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observation. Stage 2. A. 3 – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning. Stage 2. A. 4 – Identifies how learning goals were developed to address individual student needs. Stage 2. A. 5 – Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.</p> <p>Stage 2. B. Classroom Management Competencies Stage 2. B. 1 – Describes elements of effective classroom management observed in various educational settings. Stage 2. B. 2 – Observes teacher-to-student and student-to-student interactions and reflects on those observations. Stage 2. B. 3 – Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.</p> <p>Stage 2. C Instructional Delivery Competencies Stage 2. C. 1 – Observes and reflects on effective verbal and non-verbal communication techniques. Stage 2. C. 2 – Observes and reflects on effective questioning and discussion techniques. Stage 2. C. 3 – Identifies ways in which technology is used as a teaching and learning tool. Stage 2. C. 4 – Reflects on the level of active student engagement during instructional delivery. Stage 2. C. 5 – Observes methods of communication of instructional goals, procedures, and content.</p> <p>Stage 2. D. Professional Conduct Competencies Stage 2. D. 1 – Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations. Stage 2. D. 2. – Complies with school policies and procedures regarding professional dress, attendance, and punctuality.</p> <p>Stage 2. E. Assessment Competencies Stage 2. E. 1 – Identifies and reports on various kinds of assessments used in instruction. Stage 2. E. 2 – Assesses their own professional growth through focused self-reflection.</p> <p>Stage 2. F. Knowledge of Diverse Learners Competencies Stage 2. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom. Stage 2. F. 2 – Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.</p>	<p>ED 2276 English Language Learners Assessment: Observation and participation with ELL student. Field Record assessment based on Stage 1&2 competencies, D2L, 8 – 10 hours.</p> <p>Supporting Experiential Learning: ED 2260 Assessment in Education Observation, creation, and assessment of testing, 10-15 hours.</p> <p>SPE 1001 Foundations of Special Education Assessment: Field Observations in a special education classroom completed based on Stage 1&2 Competencies, partners create PowerPoint comparing and contrasting the field experience, D2L, 8 – 10 hours.</p>

Stage 3

Competencies

Stage 3. A. Planning and Preparation Competencies

Stage 3. A. 1 – Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.

Stage 3. A. 2 – Adequate knowledge of Pa. Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.

Stage 3. A. 3 – Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.

Stage 3. A. 4 – The ability to use formative and summative assessments to adapt learning goals that match individual student needs.

Stage 3. A. 5 – The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.

Stage 3. B. Classroom Environment Competencies

Stage 3. B. 1 – Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students. Stage 3. B. 2 – Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.

Stage 3. B. 3 – Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender, individually-, culturally-, and ability-appropriate.

Stage 3. B. 4 – Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.

Stage 3. B. 5 – Identifies opportunities for productive family and community contact.

Stage 3. B. 6 – Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

Stage 3. C. Instructional Delivery Competencies

Stage 3. C. 1 – Uses effective verbal and non-verbal communication techniques.

Stage 3. C. 2 – Uses effective questioning and discussion techniques.

Stage 3. C. 3 – Uses a variety of age-, gender-, individually-, culturally-, ability-, and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning, and assessment.

Stage 3. C. 4 – Uses technology as an effective teaching and learning tool.

Stage 3. C. 5 – Provides appropriate progress feedback to students in a timely manner.

Stage 3. C. 6 – Uses active student engagement during instructional delivery.

Stage 3. C. 7 – Uses formal and/or informal assessment to measure student responsiveness to instruction.

Stage 3. C. 8 – Constructs thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.

Stage 3. C. 9 – Clearly communicates instructional goals, procedures, and content.

Stage 3. D. Professional Conduct Competencies

Stage 3. D. 1 – Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.

Stage 3. D. 2 – Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.

Stage 3. D. 3 – Exhibits integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.

Stage 3. D. 4 – Applies safety precautions and procedures.

Courses

SPE 3291 (W) High Incidence Disabilities

MU 3291 L (W) High Incidence Disabilities Lab

Implement 2 lessons and modify a current assessment in an inclusive general classroom; Diversity placement, 8-10 hours.

Assessment: D2L and hardcopy

2 lesson plans

Reflective Journal

Assessment Modification

SPE 3352 Assessment and Evidence Behavior Supports

Inclusion, 6-10 hours.

Supporting Experiential Learning: Administration of 2 standardized assessments with children.

ELE/SPE

ELE 3383 Literacy Methods I: PreK-1

Assessment: Take Home Family Literacy Assignment – Rubric in D2L – meets the family connection competencies, 5-8 hours.

ELE/SPE 3400 School Experience in Becoming a Professional

Assessment: Students complete a mini-student teaching experience in their certification area. Participating Teacher Evaluation, D2L and Field Experience files, 36-40 hours.

ELE 3387 Science & Technology Methods for Developing Children

Supporting Experiential Learning: Students teach each other, 10-15 hours.

ELE 3388 Math Methods I: PK-1

Supporting Experiential Learning: Students observe math lessons in the primary grades and participate, 3-7 hours.

ELE 4403 Language Arts

Supporting Experiential Learning: Students plan and implement mini-lessons for grades 1-4, 8-10 hours.

<p>Stage 3. D. 5 – Complies with school policies and procedures regarding professional dress, attendance, punctuality, and the use of technology.</p> <p>Stage 3. D. 6 – Develops and maintains professional relationships with school colleagues.</p> <p>Stage 3. E. Assessment Competencies</p> <p>Stage 3. E. 1 – Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.</p> <p>Stage 3. E. 2 – Makes norm-referenced and criterion-referenced interpretations of assessment results.</p> <p>Stage 3. E. 3 – Applies interpretations to inform planning and instruction for groups and individual students.</p> <p>Stage 3. E. 4 – Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.</p> <p>Stage 3. E. 5 – Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.</p> <p>Stage 3. E. 6 – Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy).</p> <p>Stage 3. E. 7 – Assesses their own professional growth through focused self-reflection.</p> <p>Stage 3. F. Knowledge of Diverse Learners Competencies</p> <p>Stage 3. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.</p> <p>Stage 3. F. 2 – Recognizes and supports elements of a positive learning environment that values and models respect for all students.</p> <p>Stage 3. F. 3 – Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.</p> <p>Stage 3. F. 4 – Recognizes policies and procedures designed to ensure that all students, particularly those traditionally undeserved, are valued in the school.</p> <p>Stage 3. F. 5 – Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.</p>	<p>ELE 4425 Literacy Methods II: Gr 2-4 Supporting Experiential Learning: 1-1 writing instruction and lesson planning for grades 1-4 (pen pals), 5-8 hours.</p> <p>ELE 4426 Math Methods II: Gr 2-4 Supporting Experiential Learning: Students prepare math instruction for targeted 2-4th grade students in evening math clinic, 10-20 hours.</p> <p>SECONDARY</p> <p>ED 3320 Observation & Participation Students complete a mini-student teaching experience in their certification area. Assessment: Participating Teacher Evaluation, D2L, and Field Experience files, 36-40 hours.</p> <p>ED 3312 (Teaching of English), ED 3313 (Science & Technology), ED 3314 ((Math), HIST/ED 3316 (Social Studies) Supporting Experiential Learning: Methods must implement a Unit of study, 10 – 20 hours in each course.</p> <p>MUSIC</p> <p>MU 3241 (W) General Music Methods Students participate in general music classroom for 10 weeks. Assessment: 10 lesson plans, teaching video and reflection, and professional interview, D2L.</p> <p>Supporting Experiential Learning for MU 3241: MU 3331 Instrumental Music in the Public Schools, 10 hours of participation in ensemble rehearsals focusing on techniques.</p> <p>MU 3330 Vocal-Choral Music in the Public Schools</p>
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Stage 4	
Competencies	Courses
<p>Stage 4. A. Planning and Preparation Competencies</p> <p>Stage 4. A. 1 – Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.</p> <p>Stage 4. A. 2 - Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.</p> <p>Stage 4. A. 3 - Plans instruction that is responsive to the age and/or related characteristics of their students.</p> <p>Stage 4. A. 4 - Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.</p> <p>Stage 4. A. 5 – Plans short- and long- range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.</p> <p>Stage 4. A. 6 – Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.</p> <p>Stage 4. B. Classroom Environment Competencies</p> <p>Stage 4. B. 1 – Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.</p> <p>Stage 4. B. 2 - Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.</p> <p>Stage 4. B. 3 - Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.</p> <p>Stage 4. B. 4 - Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.</p> <p>Stage 4. B. 5 – Engages in proactive communication with families and community contacts.</p> <p>Stage 4. B. 6 – Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.</p> <p>Stage 4. C. Instructional Delivery Competencies</p> <p>Stage 4. C. 1 - Uses effective verbal and non-verbal communication techniques.</p> <p>Stage 4. C. 2 - Uses effective questioning and discussion techniques.</p> <p>Stage 4. C. 3 - Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.</p> <p>Stage 4. C. 4 - Uses instructional technology and assesses its impact on student learning.</p> <p>Stage 4. C. 5 - Provides appropriate progress feedback to students in a timely manner.</p> <p>Stage 4. C. 6 - Uses active student engagement during instructional delivery.</p> <p>Stage 4. C. 7 - Uses a variety of formal and informal assessments to measure student responsiveness to instruction.</p> <p>Stage 4. C. 8 - Constructs a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.</p>	<p>ED/ELE 4400 Student Teaching ED/ELE 4400L (W) Senior Lab: Becoming a Professional</p> <p>MU 4400 Student Teaching MU 4400L</p> <p style="text-align: center;">Assessment: LiveText, D2L, files STER PDE 430 Portfolio Dispositions</p>

Stage 4. C. 9 - Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.

Stage 4. C. 10 - Clearly communicates instructional goals, procedures and content.

Stage 4. C. 11 - Accesses communication technologies to communicate with families regarding student progress.

Stage 4. D. Professional Conduct Competencies

Stage 4. D. 1 - Communicates with the cooperating teacher regarding instructional and non-instructional record.

Stage 4. D. 2 - Keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.

Stage 4. D. 3 - Participates in district, college, regional, state and/or national professional development growth and development opportunities.

Stage 4. D. 4 - Exhibits integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state and federal laws and regulations.

Stage 4. D. 5 - Avoids inappropriate relationships, conduct and contact with students.

Stage 4. D. 6 - Applies safety precautions and procedures.

Stage 4. D. 7 - Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.

Stage 4. D. 8 - Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

Stage 4. E. Assessment Competencies

Stage 4. E. 1 - Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.

Stage 4. E. 2 - Makes norm-referenced and criterion-referenced interpretations of assessment results.

Stage 4. E. 3 - Applies interpretations to inform planning and instruction for groups and individual students.

Stage 4. E. 4 - Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.

Stage 4. E. 5 - Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.

Stage 4. E. 6 - Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy).

Stage 4. E. 7 - Assesses their own professional growth through focused self-reflection.

Stage 4. F. Knowledge of Diverse Learners Competencies

Stage 4. F. 1 - Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.

Stage 4. F. 2 - Promotes a positive learning environment that values and fosters respect for all students.

Stage 4. F. 3 - Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.

Stage 4. F. 4 - Supports the growth and development of all students, particularly those traditionally underserved.

Stage F. 5 - Communicates with and engages families, caregivers and the broader community.

Section 4

Early Field Experiences

The Pennsylvania Department of Education (PDE) and Mansfield University require all candidates to submit the following documents to The Educational Field Experience Office upon entrance into an education program and before entering a public school classroom: (See Section 5 for documented offenses)

- Act 151 Clearance – PA Child Abuse Clearance
- Act 34 – PA Criminal Record Clearance
- PA FBI Clearance (fingerprint)– Federal Clearance
- TB (Mantoux) Test completed through MU’s Health Clinic or through a personal physician
- One million dollars of professional liability insurance for each year at MU
- Act 24 Arrest or Conviction Report
- Act 126 Child Abuse Recognition and Reporting Training under PA

In addition to clearances, Mansfield University requires completion of the following documents prior to completing any fieldwork:

- Signed Statement of Confidentiality and Professionalism and Statement of Clearance Adherence (both are on Form 2 in the front of this handbook);
- Signed *Statement of Understanding* from this handbook (Form 1); and
- Health insurance coverage is recommended (not required).

Mansfield University’s Clearance Policy for Education Majors

Without appropriate clearances, students will be unable to successfully complete an education degree at Mansfield University or secure teaching certification in Pennsylvania. Students will not be permitted to register for education coursework without meeting clearance requirements.

Upon acceptance into an education program, students must possess a current Pennsylvania Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), a negative TB tine test, liability insurance, Act 24 Arrest or Conviction Report, a current PA- FBI clearance and Act 126 Child Abuse Recognition and Reporting Training under PA. The process for securing clearances can be found at <http://mansfield.edu/teacher/>, and questions can be directed to The Field Experience Office at 570-662-4024. Students will not be permitted to go into the field, under any circumstances, unless copies of current clearances are on file in The Educational Field Experience Office. Students are obligated to immediately share changes in their clearance history throughout the course of their study (Act 24 requirement). Information regarding changes in a student’s clearances should be directed to the Field Experience Director.

As long as a student is continuously enrolled in an education program at Mansfield University, his/her clearances will be valid until student teaching (unless state laws or school district rules change). If a student decides to change majors or take a semester off, then he/she will be required to submit new clearances upon entrance back into the education program. Students will renew their clearances prior to student teaching. The following specific requirements should be followed for student teachers renewing their clearances (Act 34, Act 151, PA FBI, TB Tine, Act 24, liability*, and Act 126):

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

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

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

1. Upon acceptance into any education program, the student must meet with the Field Experience Director to discuss his/her clearance situation, Pennsylvania law, and Mansfield University policy.
2. If the student is permitted/decides to continue as an education major, then the student must be willing to sign an agreement stating that he/she understands the possible challenges that might surface as a result of continuing to pursue certification. Students must be willing to allow MU the freedom to share their clearance history with field partners; and no more than three placements will be requested and denied before a student will have to change his/her major.
3. The student must be willing to allow Mansfield University to share his/her clearances with any school providing a field experience for the student. The student may only pursue field experiences through the direction of The Educational Field Experience Office.

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

Expectations during Field Experiences

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

Required steps for Entering a Field Experience

1. Provide proof of clearances (copies) and required documents to Retan 205, The Educational Field Experience Office.
2. If the field experience is not pre-determined through Chapter 49, please receive approval of placement site from the professor of the course using Form 4. Students may not enter a field experience without prior approval from the professor. Failure to adhere to this policy may result in a failing grade and may also affect a student's ability to continue in an education program at Mansfield University. Placements must be arranged in AA districts.
 - Due to the large volume of students currently placed in local schools, the University has agreed not to send students to Warren L. Miller Elementary School or Mansfield High School for early observations and/or participation. These sites are only reserved for students who are graduates of these schools (unless other arrangements are made through the professor). Observations must be approved through the Field Experience Office.
3. Once notified by the Field Experience Office, students should email their participating teacher to introduce themselves and plan an observation schedule. If the participating teacher doesn't respond within three consecutive business days, the student should send a follow-up email to the participating teacher. If the participating teacher doesn't respond within another three consecutive business days, the student should call the school to find a time that would be convenient to talk with the participating teacher and to set up an observation schedule. See the sample email below for an appropriate initial correspondence to a participating teacher. Please use 12-point font and an easy to read theme font.

- Dear Mr./Mrs. Participating Teacher's Name,

My name is Janie Purmed, and I am a freshman Early Childhood and Special Education major at Mansfield University. As a part of my Foundations of Special Education course taught by Dr. Rod Lucy, I am required to fulfill 6 hours of observation in the field. I greatly appreciate you letting me into your classroom to meet this requirement and to ultimately apply theory to practice as I study to become a teacher.

If possible, I would like to set up an observation schedule that is convenient for you. Although I have other courses to work my observations around, my schedule is likely more flexible than your schedule. I would be happy to send you my course schedule in an effort to try to align pockets of time that might work well for both of us. I know you are extremely busy, so please just let me know what works best for you. I am

really excited about having the opportunity to learn with you and your students. Thank you so much for making this experience possible. Without you, I would be unable to become a teacher. I look forward to hearing from you.

Sincerely,

Janie Purmed

(add your cellphone number so that the teacher can contact you quickly)

4. Please follow school protocol concerning visitors. It is important that each Mansfield University student be professional. If a school asks a student to leave or not return, then Mansfield University will assess the student's dispositions and decide what further action may be taken. This may include, but not be limited to, removal from the education program. Please see the Teacher Education Disposition Policy for specific details.
5. The following professional guidelines should be followed in the field:
 - Arrive at least 15 minutes early for the observation. Introduce yourself to the secretary and the principal if he/she is available. Smile. Express gratitude for the experience. Sign the Visitor's Sheet in the office. The verification letter (Form 3) could be presented at this time as well.
 - Speak in a clear, professional manner, and use good eye contact. Greet people with whom contact is made. Smile. Get excited about the experience and let school personnel see your excitement and enthusiasm. As a future teacher, this should be an exciting opportunity.
 - Leave cell phones in the car or turned off in a backpack. Cell phones are prohibited in all Mansfield University field experiences.
 - Present all clearances at the school office before going into a classroom. Make sure entrance into any field setting is always accompanied by personal clearances. In addition, it is important to wear a Mansfield University identification card in a lanyard so that school administrators, teachers, and office personnel will easily be able to verify identity as a Mansfield University student.
 - Dress professionally. Men should have a shirt, tie, dress pants, dress shoes, and appropriate socks, belts, etc. Do not wear a hat into the building. Women need to be in loose-fitting dress slacks or professional dresses or skirts. Shirts should not be form-fitting, revealing, or low cut. No midriffs should be showing. Dress shoes, not flip flops or sneakers, are required. All clothing should be clean and ironed. Facial jewelry, unnatural hair color, and visible tattoos are not allowed. In short, all education students are required to look like a professional teacher when they enter the field. Help with professional dress is available at the Career Development Office (Alumni Hall – Ground Floor). <http://career.mansfield.edu/media/files/ProfClothesClosetLink.pdf>
 - Call the school if the scheduled appointment must be changed or if the timing has changed (running late, ill, etc.). Be sure to explain the situation and apologize. Ask to reschedule the appointment. Alert the course professor about the change and the professional way in which the change was handled. Please note that changes will only be acceptable under emergency situations.
 - Bring the appropriate forms necessary to secure the cooperating teacher's signature and verify the field experience (Form 5 and/or any form required by the professor).
 - Thank the participating teacher for sharing their classroom with you. Be genuine, make eye contact, and shake their hand (if possible).

- Consider volunteering your time outside of this experience if the teacher can use your help.
6. Sign out of the building before leaving the field experience. Be sure to thank the secretary and the principal (if available) for the opportunity to learn in their building. Send a thank you card on your last day in the field experience. Please be sure that the card is written well, without mistakes.

Refer to the checklist below to guide you through your first field experience. Please make sure you follow the proper procedures as outlined previously in the handbook.

Checklist for Beginning a Field Experience

Check once completed	Process
<input type="checkbox"/>	<p>CLEARANCES Copies of Clearances MUST be submitted to the Field Experience Office before going into the field</p>
<input type="checkbox"/>	<p>Send an email to the assigned participating teacher *See sample in field experience handbook</p>
<input type="checkbox"/>	<p>Send a follow-up email to the participating teacher if it has been three business days without a response; be careful not to offend the busy teacher, just check to see that the initial email successfully sent</p>
<input type="checkbox"/>	<p>Call the school and talk with the secretary about the best way to go about connecting with the assigned participating teacher (only if it has been three business days without a response); the secretary will be able to direct you; express your thanks for her help</p>
<input type="checkbox"/>	<p>Create an observation schedule with the participating teacher that works for both schedules; remember that the teacher cannot change his/her schedule; students may have to adapt their schedules</p>
<input type="checkbox"/>	<p>Send the observation schedule to Field Experience Office and/or your professor as soon as it is decided</p>
<input type="checkbox"/>	<p>Complete the observation(s); Follow the field experience handbook guidelines; take Form 5 to the observation</p>
<input type="checkbox"/>	<p>Complete Form 5 from Student handbook</p>
<input type="checkbox"/>	<p>Send a Thank You card to the participating Teacher</p>

Recording a Field Experience

1. Unless otherwise directed by the professor, complete Form 5 (Field Experience Record Form), for each assigned field experience. Follow the directions on this form. It is important to execute the field experience recording expectations established by the professor. If the professor of the course does not require students to document the course field experience, students should document each field experience by uploading Form 5: *Field Experience Record Sheet* into the LiveText portfolio. This practice will ensure that students have created a permanent record of all of fieldwork for future use (certification, employment, etc.).

University Termination of Field Experiences

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

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

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

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

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

Section 5

Clearances and the Law

1. Purpose

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

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

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

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

PA Act 34 (1985)

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

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

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

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

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

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

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

2. Student Notification

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

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

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

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

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

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

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

3. Delegation of Responsibility

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

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

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

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

Section 6

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.

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

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

Mansfield University Teacher Education 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.

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)

Mansfield University Teacher Education Unit Dispositions

Dispositions Assessments

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

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NCATE (National Council for Accreditation of Teacher Education). 2006. *Standards, procedures and policies for accreditation of professional education units*. Washington DC: author.

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http://www.pde.state.pa.us/pspc/lib/pspc/code_of_conduct.pdf

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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):

<p>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)</p>	<input type="checkbox"/>
<p>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)</p>	<input type="checkbox"/>
<p>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)</p>	<input type="checkbox"/>
<p>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)</p>	<input type="checkbox"/>
<p>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)</p>	<input type="checkbox"/>
<p>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)</p>	<input type="checkbox"/>

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 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: _____
.0.

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 NCATE/PDE Coordinator. The professor of record should also retain a hardcopy.**

<p>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)</p>			
1 Unacceptable	2 Developing	3 Acceptable	4 Target
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.	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.	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.	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.
<input type="checkbox"/> 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.		
<p>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)</p>			
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.
<input type="checkbox"/> 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.		

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)

1 Unacceptable	2 Developing	3 Acceptable	4 Target
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.	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.	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.	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.



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.

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)

1 Unacceptable	2 Developing	3 Acceptable	4 Target
Easily becomes frustrated when students do not learn. Expresses belief that <i>only some students</i> can learn. Establishes hierarchy wherein some students are seen as less able to learn than others. Sets goals for students that are inappropriate.	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 <i>most</i> students can learn, but not all.	Establishes a culture where all students are seen as able to learn, and sets goals (on paper) that are realistically high. Expresses belief that <i>all students</i> can learn. May have difficulty implementing the goals or communicating them, though.	Establishes a culture where all students know they are seen as high achievers. Expresses belief that <i>all students</i> can learn. Goals are realistically high and are communicated to each individual in a positive way without setting a hierarchy.



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.

<p>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)</p>			
1 Unacceptable	2 Developing	3 Acceptable	4 Target
<p>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.</p>	<p>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..</p>	<p>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).</p>	<p>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.</p>
<p><input type="checkbox"/></p> <p>Insufficient opportunity to observe this pre-service teacher on this disposition</p>	<p>Provide a brief summary of observable behavior:</p> <p>NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.</p>		
<p>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)</p>			
1 Unacceptable	2 Developing	3 Acceptable	4 Target
<p>Attitude is marked by complacency with that which is already known or by an “I already know everything” viewpoint.</p>	<p>Although there is awareness of more to know, it is not consistently accompanied by seeking new knowledge/applications.</p>	<p>An awareness that there is more to know is consistently accompanied by active inquiry for self and students.</p>	<p>3) is also accompanied by active membership in a professional teaching association.</p>
<p><input type="checkbox"/></p> <p>Insufficient opportunity to observe this pre-service teacher on this disposition</p>	<p>Provide a brief summary of observable behavior:</p> <p>NOTE: If you did not have sufficient opportunity to observe the pre-service teacher, then please mark the box to the left.</p>		

This instrument was informed by St. Cloud State University College of Education Higher Education Administration Program’s *Student Disposition Evaluation*; the Physics Department *Dispositions Evaluation* at California State University, Chico; and The Danielson Group’s *The Framework for Teaching Evaluation Instrument, 2013 Edition*

Section 7

Teacher Education Unit and Certification

This section has been adapted from the *Education and Special Education Handbook*

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

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

Although the Teacher Education Unit oversees all teacher certification programs, Mansfield University is not responsible for individual student certification. The responsibility of meeting established state certification guidelines falls to each education student. Students seeking Pennsylvania certification will have to meet state requirements upon the completion of successfully meeting degree demands and state demands. In addition to meeting course requirements for each program, students will also have to meet state assessments (a series of three tests) before applying for certification through TIMS: Teacher Information Management System through Pennsylvania’s Department of Education.

Pennsylvania Instructional I Certificates: A Series of 3 Tests

Test 1: Basic Skills Testing- PAPA, Praxis CORE, SAT, and/or ACT (Tests may be mixed)

Teacher Education Majors (TEMs) must pass through the **Gate 1**. In order to do this, a variety of requirements must be met. One of these requirements is the successful completion of a series of Basic Skills assessments (much like the SAT- reading, writing, math). Four options may fulfill the Basic Skills assessment requirement. TEMs may take either the PAPA (Pre-Service Academic Performance Assessment) http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html OR the Praxis CORE (Core Academic Skills for Educators) <https://www.ets.org/praxis/register/>. In order to register for one of these tests, students should go directly to the test providers' website (listed above). It is up to each student to decide which Basic Skills test to take (PAPA or Praxis CORE). It is recommended that students research both tests before making a decision. There are practice tests and test materials available on both test provider sites. Students may be exempt from taking the PAPA or the Praxis CORE if they have a qualifying score on the SAT or ACT. The cutoff scores for these tests vary based on when a student took the test. For the SAT, a 500 or higher is needed in each category prior to March 2016. After February 2016, a 27 is needed in Reading, 26 in Math, and a 28 in Writing. For the ACT, the following scores are needed if the test was taken between September 2015 and August 2016: Reading 22, Writing 21, Math 21. After August of 2016, a 22 is needed in Reading, an 8 in Writing, and a 21 in Math. Additionally, PDE allows for the mixing and matching of scores from any of the above-mentioned tests. Please consult PDE's composite score calculator on their webpage to check personal scoring qualifications. Also, always verify accurate test information through PDE as they frequently make changes. If a change was made after this handbook went to print, then the information will not be accurate.

The Basic Skills assessment is waived for all certificates (as of November 1, 2014), if the applicant completed an approved post-baccalaureate certification program or if a student holds a post-baccalaureate graduate level degree.

Tests Required for All Licensure Areas

Educators applying for an initial undergraduate Instructional or Educational Specialist area license are required to pass a [basic skills test](#).

To Be Certified in	You Need to Take	Test Code	Qualifying Score
All Areas, except for Vocational Education	Pre-service Academic Performance Assessment (PAPA) http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html		(Reading 8001; Math 8002; Writing 8003) – a minimum score of 220 is required for Reading and Writing; Math requires a 193. The minimum composite score is 193 (R), 197 (M), and 192 (W) respectively with a total composite score of 686. Candidates must achieve a Qualifying score in at least one PAPA area AND reach the minimum Composite Score Total of 686 (all three test scores totaled).

To Be Certified in	You Need to Take	Test Code	Qualifying Score
	or		
	The Pennsylvania Department of Education has authorized the <i>Praxis</i> Core Academic Skills for Educators tests as an alternative to the PAPA. Notice that the CORE also has 3 tests – Reading 5712; Writing 5722; and Math 5732 (see below) https://www.ets.org/praxis/register/		
	Core Academic Skills for Educators: Reading	5712	156
	Core Academic Skills for Educators: Writing	5722	162
	Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	5732	142
	If you wish to take all three computer-delivered Core Academic Skills for Educators exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).		

Test 2: Content Area Testing, PECT or Praxis (depending on certification)

After successfully completing the Basic Skills assessment (first series of certification tests) and passing the other Gate I requirements (48 credit hours, 3.0 GPA, 3 credits of English Literature, 3 Credits of English Composition, 6 credits of mathematics, clearances, Introduction to Education), Teacher Education Certification Candidates (TECC) are on track to student teach. In order to student teach, Gate II requirements must be fulfilled. These requirements include a 3.0 GPA, clearances, and successful completion of coursework. 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 for specifics). Teacher Education Certification Candidates seeking K-12 certification or 7-12 certification will need to take the Praxis (see PDE 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 organization holds all authority in the area of testing. Mansfield University works to stay current with PDE test changes, but students should be proactive. The chart that follows is intended as a SAMPLE only. Students should consult PDE directly before signing up for a test.

Pennsylvania Instructional I Certificates: Second Series of PA Tests

PECT (PA Educator Certification Test) **or** Praxis Content Test(s)

			http://www.pa.nesinc.com/				http://www.ets.org/praxis/pa			
			<u>PA Educator Certification Tests</u>				<u>Praxis Content</u>			
PROGRAM	Subject Area	Area Code	PECT PreK-4 Test Code	Minimum Passing Score	PECT Special Ed PreK-8 Test Code	Minimum Passing Score	0511/5511 Fund Subjects CONTENT KNOWLEDGE	Minimum Passing Score	Specialty Area Test Code	Minimum Passing Score
BM.ME Music Ed	Music K-12	7205					X	150	5113	158
BSE.AE Art Ed	Art K-12	1402					X	150	5134	158
BSE.CH Chemistry Ed	Chemistry 7-12	8420							5245	154
BSE.ECEE PreK - 4	PreK - 4	2825	Mod 1/8006 Mod 2/8807 Mod 3/8008	197 193 193						
BSE.ECSE PreK - 4 & Special Ed	PreK - 4 & Special Ed Pre-K-8	2825&922 6	Mod 1/8006 Mod 2/8807 Mod 3/8008	197 193 193	Mod 1/8011 Mod 2/8012	220 220				
BSE.EN English Ed	English 7-12	3230							5038	167
BSE.ESS Earth & Space Sci Ed	Earth & Space Science 7-12	8440							5571	157
BSE.MA Mathematics Ed	Mathematics 7-12	6800							5161	160
Special Ed PreK-8 Added Only	Special Education PreK-8 (MU does not offer 7-12)	9226			Mod 1/8011 Mod 2/8012	220 220				
BSE.SSH History (Soc Stu) Ed	Social Studies 7-12	8875							5081	157
Reading Specialist	Reading Specialist K-12	7650					X	150	5301	164
Library Science	Library Science K-12	6420					X	150	5311	151
General Science	General Science 7-12	8450							5435	146

Test 3: Performance Based 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) who successfully complete student teaching and pass the two sets of assessments (as outlined above) will be able to apply for certification through TIMS (PDE's on-line application process) when they have met all of the Gate and course requirements. Information about the TIMS process can be found on-line through PDE, Certification.

Students seeking to apply for certification should spend time reading about the application process prior to logging into TIMS. The above link will provide helpful information that will be needed to navigate TIMS. Please do not attempt to apply for certification through TIMS without first viewing the User's Guide provided (PDE's webpage). It is important to record an accurate GPA on the certification application. Do not round the GPA. An incorrect GPA could potentially delay an application.

Note: Students should not complete the TIMS application process until their degree is conferred.

Certification and Degree are Different

1. MU awards a student's **degree** – Music Education, Early Childhood Elementary Education, etc.
2. Pennsylvania Department of Education (PDE) awards **certification** to teach in PA. Certification is each student's individual responsibility. Students should regularly access PDE's webpage for current information, regulations, and updates. (TIMS)

Certification Regulations come from PDE's Chapter 354):

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

Admittance and Gates:

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

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

Advancing in the Teacher Certification Program

Students entering the university select an education program and are admitted as a Teacher Education Major (TEM) in that program. Education majors are evaluated at three stages in their Program. Mansfield evaluates student preparation based on national standards and Pennsylvania Act 354 requirements. All three gates must be satisfied to be recommended for certification.

Gate One (see handout) must be completed before taking upper level (courses numbered 3000 and above) education courses. Registration will be blocked for upper level courses.

Gate Two must be completed before beginning student teaching (updated clearances, 3.0, completion of required coursework, recommended completion of PDE testing)

Gate Three must be completed before recommendation for certification; second set of tests must be completed.

Gate 1 Requirements

Undergraduate BSE & BM.ME. Programs

~Please consult individual department handbooks for specific content area information~

All Gate 1 requirements must be met BEFORE students are allowed to take upper level Education courses numbered 3000 and above. Students who complete Gate 1 are designated Teacher Education Certification Candidates (TECC), no longer Teacher Education Majors (TEM). Gate 1 is evaluated during the semester in which the student will complete 48 credits of coursework.

Math and English Classes: (Complete within 48 hours of coursework)

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

Certification tests: (see separate handout on testing)**

All teacher education candidates must pass two series of exams issued by PDE as well as student teaching (a performance based test) before certification will be granted.

Education Class:

Pass Introduction to Education **or** Foundations of Music Education (ED1102/ MU1100).

Transfer students meeting all other Gate One requirements have a one semester grace period to complete ED1102 / MU 1100.

Clearance Requirements:

Pennsylvania Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), Act 24, a valid TB tine test, liability insurance, PA- FBI check (regardless of state from which student is from), Child Abuse Training (Act 126), and required handbook clearances.

Complete 48 Hours of Coursework:

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

GPA:

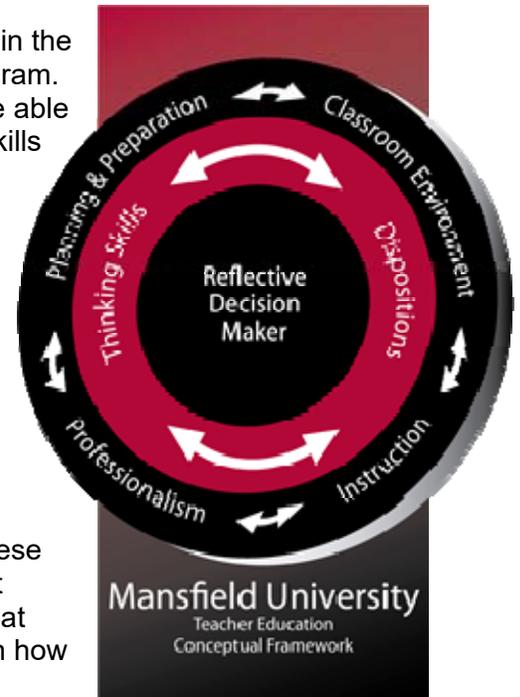
3.0 GPA on 48 hours of credit. GPA for transfer students is calculated on a combination of transfer credit and earned MU credit.

Please Note: Students who do not have a 3.0 GPA or all Gate One requirements met when they reach 48 credit hours cannot continue with their education program because they will not be eligible for upper level courses. Please consult an advisor or the Program Evaluation in Web Advisor to identify specific areas of need.

MU Teacher Education Unit Conceptual Framework

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

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



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

History

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

In 1866, Mansfield Normal School celebrated its first commencement, and 14 men and women received diplomas. Since then, thousands of teachers have graduated from Mansfield University and gone on to make important contributions to the education of children and adults in Pennsylvania and throughout the United States.

Professional Knowledge and Skills for Beginning Teachers

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

Pennsylvania's Code of Professional Practice and Conduct for Educators

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

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

Learning Principles: Chapter 354 - Preparation of Professional Educators

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

(i) *Instructional.*

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

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

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

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

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

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

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

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

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

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

Section 8

Mansfield University Student Teaching

Background Information

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 student teaching 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.

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 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 typically 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 where they are ensured new experiences and continued educational growth.

- Students in the elementary education program are assigned to two different grade levels between pre-school and fourth grade, in two different schools.
- Students in K-12 certification programs (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. Identified cooperating teachers represent the best positive role model for working with 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.)

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

Theme--Teacher as Reflective Decision Maker

The core concept and guiding principle of "Teacher as Reflective Decision Maker" serves as a focus throughout all teacher education programs, beginning in the freshman semester with 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 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 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. Cloud State University). This student teaching model provides a rigorous yet supportive experience for teacher candidates, allows the cooperating teacher 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 learners 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.

***** The strategies below are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.***

All of the co-teaching information in this handbook is from St. Cloud State University: Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	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. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	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. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	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. Example: 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.
Parallel Teaching	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. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	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. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	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. Example: 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.
Team Teaching	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. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Student Teaching Qualifications

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

1. Successful adherence to Chapter 354 guidelines/gates.
2. Application to enter student teaching one year in advance of the anticipated student teaching experience. Application meetings are held in September of the academic year preceding student teaching. See The Educational Field Experience Office 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 the University webpage.
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 turn into 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.

Section 9

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