

**University of Scranton**  
**Education Department**  
**Student Teaching Handbook**

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# Student Teaching Policies and Procedures

## Absence / Attendance

The Student Teaching program at the University of Scranton requires the completion of a twelve-week placement in a local school. Student teachers are expected to be in attendance all day, every day during their assignment. Student teachers do not have a specified number of sick days or personal days, and there are no excused absences for student teachers. They are to follow the school district calendar and the cooperating teacher's daily schedule. Arrival and departure times are to mirror those required of the cooperating teacher by the school district. In addition, student teachers also must attend weekly professional seminar meetings with their university supervisor. These professional seminars are scheduled on campus at times determined by the supervisor; seminar meetings are scheduled after the school day and will not require early departure from the assigned school.

Although daily attendance is expected, serious illness, death within the immediate family, and attendance at job interviews might warrant an absence. In the event of such an unusual circumstance, the student teacher must notify both the cooperating teacher and the university supervisor as soon as possible. Prior approval of absences related to interviews or professional activities must be secured from the university supervisor.

The student teacher shall have plans and materials for any assigned lessons delivered to the cooperating teacher prior to the beginning of the school day on which the absence is to occur.

Absences in excess of three days may result in the extension of the student teaching experience or removal of the candidate from his/her assignment. Tardiness will not be tolerated. Unexpected or unreported absences reflect inappropriate professional conduct and have serious consequences, which may include a low grade in Professional Growth, disciplinary action related to Education Department Dispositions, and/or recommendation to TEC for dismissal from the program.

## Calendar

During the student teaching placement, candidates will follow the school district calendar to determine days of attendance, early dismissals, or late starts. The calendars of many school districts do not correspond to the University of Scranton calendar. Candidates should review the school calendar with their cooperating teachers before beginning placement, noting possible changes in the calendar based on factors such as snow days. Student teachers should not plan vacations during student teaching, as local school calendars can and frequently do change.

Student teachers are required to adhere to the arrival and departure time expectations that the school district has for the cooperating teachers. Student teachers are expected to attend any professional development activities scheduled for cooperating teachers.

## **Clearances**

Submission of a complete and current clearance packet to the field office is required before a student teaching placement can be released. Directions and links for completing the required forms can be found at <https://www.scranton.edu/academics/cas/education/Field%20Folder/Clearances.shtml>. A complete packet includes .pdf copies of:

- A negative tuberculosis test – note that some districts require a TB test current within three months of beginning the placement
- Act 34 Criminal Record Check indicating “no record”
- Act 151 Child Abuse Clearance indicating “no record”
- Act 114 PA FBI background check indicating “no record”
- A signed Act 24 statement

Clearances are valid for one year from date of issuance.

Some districts also require a physical exam. The field office will inform student teachers if this is the case; physicals can be obtained from the Wellness Center on campus.

Student teachers should plan to bring the original clearances with them to their assigned school on the first day of student teaching.

FALL semester student teachers must submit a complete, current clearance packet before AUGUST 1.

SPRING semester student teachers must submit a complete, current clearance packet before JANUARY 1.

Clearances which report violations will result in the student being denied a student teaching placement. Students convicted of any offense during the student teaching semester will be removed from their student teaching assignment.

“Student teachers are covered by the University’s insurance policies while they are teaching. That covers liability. However, it should be noted that in the case of physical injury to a student while the student is teaching, the student is not covered by the University’s worker’s compensation policy because the student is not an employee of the University. The student’s own insurance would have to cover any claims from such injuries, or, depending on the circumstances of the injury, the teaching site may be liable.” (D. Christiansen, 2000)

## **Confidentiality**

During fieldwork, student teachers enter into a privileged situation where they are exposed to a variety of confidential information. Certain materials, student records, school or classroom issues, and conversations may be of a confidential nature. The dissemination of such information is considered a

breach of professional ethics, which may lead to your dismissal from the school and even the program. When in doubt about an issue, consult with your co-operating teacher and/or your university supervisor.

### **Student Dispositions**

Student dispositions are monitored by examination of professional behaviors. The professional behaviors necessary for entry to the teaching profession will be monitored by all of your instructors and addressed if a deficiency is noted. For example, such behaviors include acting responsibly and being dependable through active and positive class participation and completing work on time and in a professional manner. Twice a year, the Education Department faculty engages in a frank and confidential discussion of the progress of education students. This semi-annual review is an attempt to assist students in positive professional growth, and it is at this time that the informal evaluations of non-academic criteria are made formal. The conduct discussed by the faculty is conduct that is critical to the professional development of students who hope to successfully enter the teaching program. For example, professional conduct that faculty will consider is reflected in the following:

- recognizes and practices proper professional behaviors, including punctuality and dependability
- demonstrates concern for appearance and professional dress
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies
- deals ethically with colleagues, supervisors, students and families
- accepts and considers feedback from others
- reacts with sensitivity to the needs and feelings of others
- believes that all students can learn
- facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students
- shows an appreciation for diversity in backgrounds, experiences and abilities.

A **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern in any professional conduct areas listed under dispositions at the semi-annual review or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions at the semi-annual reviews during two consecutive semesters. The Undergraduate Programs Director will be the person to contact the student and request that the student meet with the Director. The student is expected to arrange a meeting with the Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency.

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan, the Pennsylvania Department of Education (PDE) Code of Professional Practice and Conduct for Educators, and a copy of Appendix C from the Undergraduate Student Handbook (The Evaluation of Student Dispositions). The student must sign the plan of action. A copy of the plan will be placed in the student's file in the Undergraduate Program Director's office. Remediation could be as simple as attending classes regularly. Remediation may also require more formal actions such as participation in career counseling or a counseling program.

It is important to note that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the semi-annual review in the semester following the first negative assessment.

Upon a second negative assessment, the Chair of the Education Department may recommend to the Teacher Education Committee (TEC) that the student be dismissed from the program. If the TEC concurs with the Chair, it will notify the student of its intent to recommend dismissal to the appropriate Dean. The student will then have ten calendar days from the receipt of notification to appeal to the TEC. If the TEC denies the appeal, the student will have ten calendar days from that receipt of notification to appeal directly to the appropriate Dean.

Monitoring student progress in the Teacher Preparation Programs at the University of Scranton is taken very seriously by the Education Department as it is a responsibility dictated to us by the Pennsylvania 12 Department of Education. Keep in mind that you are a member of the student body at the University and that all rules and regulations of that greater body of students also apply to you. Improper behavior by teacher candidates can impact their future certification potential as well.

### **Dress and Grooming**

Dress and groom neatly at all times—a professional appearance testifies to the student teacher's attitude towards the hosting school, the co-operating teacher, the students, and him or herself. A good general rule is to determine what is acceptable or expected at the school site and then increase that level one step up.

### **Evaluation and Grading**

Continuous feedback is crucial for student teachers. It provides the substance needed for critical reflection allowing for improvement, refinement of necessary skills, and opportunities for growth. Both cooperating teachers and university supervisors will be expected to provide feedback by observing, conferring with, and assessing the student teacher. The continuous feedback to the student teacher should facilitate self-evaluation and self-improvement by the student teacher.

Cooperating teachers and university supervisors should encourage the student teacher as he or she builds self-confidence, collect observational data, and conduct conferences that allow the student teacher to effectively engage in reflective practices, allowing for analysis of his or her lessons and implementation of modifications to instruction when needed.

Following are minimum requirements for formal evaluation and assessment of the student teacher:

### Student Teaching Forms and Documents

| Description                                    | ST | CT             | US                         | CS | Due Date                               |
|--|----|----------------|----------------------------|----|--|
| Lesson Plans – Required for every lesson       | X  |                |                            |    | 3 days before implementing             |
| Journals                                       | X  |                |                            |    | As determined by university supervisor |
| Advancement Toward Outcomes (3)                | X  |                |                            |    | Weeks 3, 6, 9                          |
| Community-Based Learning – Undergraduates only | X  |                |                            |    | One week before end of semester        |
| Self-Evaluation                                | X  |                |                            |    | Week 12                                |
| Formal Observations                            |    | X – at least 4 | X – at least 4             |    | Suggested at weeks 2,4,8,10            |
| Mid-Term Evaluation                            |    | X              |                            |    | Week 6                                 |
| Final Evaluation                               |    | X              | X (online w/ printed copy) |    | Week 12                                |
| PDE 430 (midterm and final)                    |    |                | X (online w/ printed copy) |    | Weeks 6 and 12                         |
| Content Evaluations (3, Secondary only)        |    |                |                            | X  | Weeks 4, 8, 11                         |
| Mileage Logs                                   |    |                | X                          | X  | End of semester                        |

#### **Journal**

The student teacher is required to maintain a daily reflective journal during student teaching. This journal should contain comments concerning the teacher’s role, an understanding of that role, interesting events, unusual happenings, and personal reflections on the teaching task. The journal should not recap the day’s teaching, but instead be an opportunity for reflection on the day’s events and their effect on the student teacher as an individual and a professional. Confidentiality is of utmost importance. Therefore, student and teacher names should not be used.

#### **Lesson Planning**

Effective teaching requires both long-term and daily planning. The student teacher is required to prepare a detailed lesson plan for all subjects/lessons to be taught. Detailed plans are needed because:

- They help maintain direction in the event of interruptions or emergencies
- They make objectives visible
- They provide freedom and flexibility while teaching by providing a solid framework for material to be covered
- They help to prevent issues that may arise due to lack of preparation

In order to gain the full value of the cooperating teacher's knowledge and experience, the student teacher is expected to discuss his or her plans with the cooperating teacher prior to teaching the lesson. Each plan, along with supporting materials, must be reviewed and approved by the cooperating teacher in advance of the scheduled lesson. These plans should be discussed well enough in advance for the student teacher to gain the full value of the cooperating teacher's knowledge and experience. Lesson plans will be submitted at least three (3) days in advance of teaching the lesson to give the cooperating teacher the opportunity to provide feedback.

### **Placement**

The Director of Field Experience is responsible for placement of student teachers in the schools. These placements are contingent upon availability of supervisors and decisions of school administrators. Formal arrangement for those placements is a University function, and students are not to pursue arrangements on their own. Students may not student teach in a school from which they have graduated, or where the student teacher's siblings or children now attend. In addition, placements will not be made in schools where a student teacher has been employed or where family members are now employed. Students are expected to reside within driving distance from the University of Scranton when completing the student teaching semester. As per the University of Scranton Education Department Student Handbook, students are responsible for their own transportation to their placement.

The Director of Field Placement is limited by both the number of students requesting student teaching placement and the number of available positions in area schools. Therefore, student teaching school placements made by the Director are final.

When students receive their assignments, they should initiate contact with the cooperating teacher as soon as possible (unless directed otherwise). This not only shows professional courtesy to the host teacher, but will also help the student teacher begin preparing and planning for the experience.

### **Professional Seminar**

The student teacher is required to attend the weekly professional seminar that is conducted by the university supervisor. Seminars are an integral part of the student teaching experience, providing the support necessary to successfully negotiate this important time in one's pre-service training. Seminars give the university supervisor an opportunity to provide resources, information, and guidance to the student teacher. All student teachers are expected to be active participants.

The university supervisor will require submission of the following materials periodically:

- Cooperating teacher observations/evaluations

- Self-evaluations
- Systematic observations of classroom students
- Student teaching journal

Final submission after completion of the student teaching experience includes the following:

- Final cooperating teacher evaluation
- Final self-evaluation
- Final systematic observations of classroom students
- Student teaching journal

Failure to submit records and designated items as scheduled will adversely affect your final student teaching grade(s).

### **Professionalism**

Student teachers are considered professional educators under Chapter 235: Code of Professional Practice and Conduct for Educators in Pennsylvania. Excerpts of Chapter 235 are provided below; the complete Code of Conduct can be found at

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

#### **§ 235.4. Practices.**

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

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

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

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

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

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs,



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

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

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

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

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

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

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

#### **§ 235.5. Conduct.**

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

#### **§ 235.7. Certification.**

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

#### **§ 235.8. Civil rights.**

The professional educator may not:

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

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

#### **§ 235.9. Improper personal or financial gain.**

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

#### **§ 235.10. Relationships with students.**

The professional educator may not:

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

**§ 235.11. Professional relationships.**

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

**Self-Evaluation**

Student teachers will conduct at least four (4) self-assessments addressing Planning and Evaluation, Classroom/Individualized Instruction, Classroom Management, and Professional Growth and Development. Assessments should be conducted at the third, sixth, ninth, and twelfth week of each assignment.

- The first three self-evaluations will use the Advancement Toward Outcomes form.
- The fourth and final self-assessment will be a two-page typed paper to be completed at the conclusion of the student teaching experience, reflecting upon the entire student teaching experience while still focusing on the same four areas.

**Community-Based Learning (if applicable to your program of study)**

*Undergraduate student teachers may be required to perform community-based learning hours to fulfill 40 hours of the required CBL for graduation (please consult with the Undergraduate Student Handbook or the Chair of the Education Department).* These hours are to be approved by the University Supervisor and submitted to the Dean's Office. Service hours are defined as a structured learning experience which combines community service with academic preparation and reflection. Therefore, the service hours completed by a student teacher should be above and beyond the scope of normal teaching and non-teaching duties. After-school tutoring would be considered service learning, for example, while lunch duty would not.

**Strike or Work Stoppage by a Cooperating Teacher**

Student teachers are forbidden from participating in any activities within a school district during a strike or work stoppage. The student teacher should contact his/her university supervisor for instructions as soon as such an event occurs. Student teachers are not to report to the schools during a strike or work

stoppage by teachers. Student teachers shall not participate as substitute teachers and they shall not participate in picket lines or similar activities.

If the strike or work stoppage lasts more than three days, the Director of Field Experience will pursue placements for student teachers within another school district. Every effort will be made not to inconvenience the student teachers or the university supervisors. The time lost due to a strike or work stoppage will not have to be made up by the student teachers.

### **Substitute Teaching**

Student teachers are not certified to teach in the state of Pennsylvania and are therefore not to serve as substitute teachers.

### **Systematic Observations**

At the beginning of their classroom experience, student teachers are required to systematically observe, document, and report on five (5) students. A varied cross-section of pupils should be chosen as subjects, with real names not used for reasons of confidentiality. Each of the five descriptive paragraphs should include information regarding the physical, social, emotional, and cognitive development of the child. A second paragraph on each student will be written and submitted at the end of student teaching, noting any changes observed. Thus, a total of ten (10) observational reports are to be completed. Paragraphs will be submitted to the university supervisor according to the schedule given at the weekly seminar.

**Termination of Student Teaching** (adapted from *Mansfield University Teacher Education Field Experience Handbook*, 2012, and *Kutztown University of Pennsylvania Student Teaching Handbook*, 2004)

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

### **Voluntary Student Withdrawal / Dropping Student Teaching**

The decision to withdraw from student teaching is a major decision with severe consequences. Without student teaching, one cannot complete an education degree or attain Pennsylvania certification. Such a decision should not be made quickly or lightly.

- Student teaching is comprised of a series of University courses and as such, it follows the same drop dates as other University coursework.
- Students should discuss in person the decision to drop student teaching with the university supervisor and the cooperating teacher before initiating the necessary paperwork. If a student fails to do so, he or she will not be permitted to student teach in a later semester if he/she so desires.
- If a student drops student teaching in the middle of an assignment, he/she should say good-bye to the children before leaving. Children often become attached to student teachers and are confused and hurt when one leaves abruptly.

- A student who has dropped out of student teaching and wishes to complete student teaching in a later semester must reapply for student teaching and receive permission to retake student teaching from the Teacher Education Committee (TEC).
- If a student decides to leave the teaching field, he/she should contact an academic advisor to discuss options for completing other degrees.

### **University Termination of Student Teaching**

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, shows disrespect and insubordination towards local school or university personnel, or has not made adequate progress under the guidelines of a Performance Improvement Plan, he/she may be removed/terminated from student teaching 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.
- The student's failure to abide by the student teaching guidelines and schedule established by The University of Scranton Education Department and/or Field Experience Office.
- The student's failure to demonstrate appropriate teaching dispositions as established by the University of Scranton Education Department 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 cooperating 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.
- The student's failure to satisfactorily fulfill a Performance Improvement Plan.

When a problem develops with a student teacher that has the potential to be or become serious, the university supervisor shall alert the Director of Field Experience as soon as possible. The university supervisor, cooperating teacher, and Director of Field Experience will work to remediate or correct the cause for concern in accordance with the established protocol as outlined in this handbook.

The DFE will then alert the student's program director, department chair, and the Dean of CAS.

If a situation deteriorates to the point that a student teacher decides to withdraw, is asked to leave by the partner school, or is recommended for withdrawal by the university supervisor, it is the responsibility of the university supervisor to notify the Director of Field Experience immediately.

The DFE will then notify the student's program director, department chair, and the Dean of CAS of the pending withdrawal.

An unscheduled removal is a very serious matter and a student may be asked to leave (or not return to) a student teaching assignment *without prior notice*. Where applicable, a student may be temporarily suspended from student teaching until the necessary coordination of a meeting can be arranged between the university supervisor, Director of Field Experience, program director, and department chair, to determine the most appropriate course of action.

- Student teachers must complete the twelve-week student teaching assignment to receive a grade in the student teaching course components. Therefore, early removal of a student from student teaching leads to either a grade of “F” or an Incomplete. The assigning of an incomplete grade is at the discretion of the university supervisor in consultation with the department chairperson and the Director of Field Experiences. A student receiving an Incomplete must write a formal request to the Teacher Education Committee (TEC) explaining the situation, discussing the actions he or she has taken to rectify the situation, and planning for future success. In addition the student must request another placement to finish the student teaching assignment. TEC will decide whether or not a student will be granted a second placement to remove the Incomplete grade or whether the Incomplete will revert to an “F.”
- If a student teacher receives an “F” in any component of the student teaching semester and would like to repeat student teaching, he/she must present a request before the Teacher Education Committee (TEC). The decision to readmit a student to the program and allow the student to student tech is at the discretion of this committee.
- If a student decides to leave the teaching field, he/she should contact an academic advisor to discuss options for completing other degrees, such as the Liberal Studies degree. Also, he/she should contact the Career Services Center for further help in redirecting course study.

### **Program Removal**

A student may be dismissed from the Education Department as a result of his/her termination from a student teaching assignment. In rare situations such as this, the department chairman recommends dismissal to the Teacher Education Committee, which considers the merits and evidence of the case. The student in question may appear before the TEC during this meeting to present evidence as well.

### **Appeals**

Appeals may be made in writing to the Teacher Education Committee (TEC) by submission through the Director of Field Experience, who serves as liaison to the TEC, within ten (10) calendar days from the date the student was notified of the TEC’s decision.

Final appeal is to the Dean of the College of Arts and Sciences. The Dean’s decision is final.

# Defining Roles

Student Teaching Roles and Responsibilities Chart  
University of Scranton

| <i>Individual</i>                 | <i>Role Description</i>  |
|-----------------------------------|--|
| <b><i>Student Teacher</i></b>     | <ul style="list-style-type: none"> <li>• Functions as a representative of The University of Scranton and as a guest in the host school</li> <li>• Displays professional manner and positive working relationship within the assigned school</li> <li>• Submits complete lesson plans and accompanying materials to the cooperating teacher at least three days before the lesson is to be taught</li> <li>• Gradually assumes teaching and non-teaching duties as assigned by the cooperating teacher, teaching full-time for at least three (3) full weeks</li> <li>• Maintains confidentiality</li> <li>• Abides by all rules and requirements that apply to full-time faculty of the assigned school</li> <li>• Abides by all policies and procedures within The University of Scranton Student Teaching Handbook</li> <li>• Attends student teaching orientation meetings and weekly seminar meetings</li> <li>• Fulfills all program-specific requirements of student teaching</li> </ul> |
| <b><i>Cooperating Teacher</i></b> | <ul style="list-style-type: none"> <li>• Provides the student teacher with a wide variety of learning and teaching opportunities</li> <li>• Mentors the student teacher</li> <li>• Observes and evaluates the student teacher</li> <li>• Reviews and approves lesson plans at least three days before the lesson is to be taught</li> <li>• Provides the student teacher with formal and informal feedback</li> <li>• Engages in at least four (4) formal lesson observations</li> <li>• Provides summary evaluations at both the mid-point of the semester and at the</li> </ul>  |

|   |   |
|---|---|
|   | <p>end of the experience, using given University-designed forms</p> <ul style="list-style-type: none"> <li>• Works closely with the university supervisor</li> <li>• Contacts the university supervisor if areas of concern are noted</li> </ul>  |
| <p><b><i>University Supervisor</i></b></p>        | <ul style="list-style-type: none"> <li>• Acts as a liaison between the University of Scranton and the school setting</li> <li>• Visits the school site at least five (5) times during the 12-week student teaching assignment</li> <li>• Mentors the student teacher</li> <li>• Observes the student teacher and provides formal feedback at least four(4) times</li> <li>• Conducts weekly, on-campus seminar meetings for student teachers</li> <li>• Works closely with the cooperating teacher</li> <li>• Acts to maintain communication, problem-solve, and provide resources when problems arise</li> <li>• Acts to remove student teachers in accordance with criteria established in the handbook</li> <li>• Completes the PDE-430 evaluation at mid-semester and at the end of the semester</li> <li>• Confers with the cooperating teacher to determine the student teacher’s final grades in student teaching</li> </ul> |
| <p><b><i>Content Supervisor</i></b></p>           | <ul style="list-style-type: none"> <li>• Functions as a consultant in the area of his/her specialty</li> <li>• Observes and evaluates the secondary education student teacher on at least three occasions</li> <li>• Notifies both the university supervisor and education department chair if content knowledge is found to be weak</li> </ul>   |
| <p><b><i>Director of Field Experience</i></b></p> | <ul style="list-style-type: none"> <li>• Oversees student teaching placements</li> <li>• Oversees selection of cooperating teachers and university supervisors</li> <li>• Serves in an advisory role as the contact person for cooperating teachers, university supervisors, and student teachers</li> </ul>  |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"><li>• Maintains paperwork documenting completion of the student teaching experience</li></ul> |
| <b><i>Department Chairperson</i></b> | <ul style="list-style-type: none"><li>• Is to be notified in the case of serious concern with student teaching</li></ul>        |



# Role of the Student Teacher

The student teacher is a representative of The University of Scranton and a guest in the host school. The student teacher, entering a professional situation, is expected to display a professional manner and is responsible for developing a positive working relationship within the assigned school setting. Confidentiality is an important component of being in the classroom and of maintaining positive relationships with administrators, faculty, staff, students, and parents. This includes maintaining privacy regarding children's personally-identifiable information, academic records, and class lists (including names, addresses, phone numbers, birthdates, and any other information pertaining to students).

Each student teacher is assigned to work with a cooperating teacher, an experienced teacher in his or her assigned grade/subject area. During the student teaching experience, the pre-service teacher will be both teacher and learner. No one is more important in helping the student teacher fill both of these roles than the cooperating teacher. The cooperating teacher can be a friend as well as mentor, counselor, and guide. Although the cooperating teacher is there to aid the student teacher, he or she has one overriding concern – the welfare of the students.

Student teachers are bound by all the rules and requirements that apply to the full-time faculty at the assigned school. They should learn those rules and requirements and feel free to ask the cooperating teacher for guidance when questions arise. The student teacher, developing a positive working relationship within the school setting, should always confer with the cooperating teacher or university supervisor prior to taking any action.

Because student teaching is a full-semester, full-day, full-time clinical experience, student teachers are not permitted to take coursework beyond the thirteen credits that comprise the student teaching experience. It is not unusual for student teachers to spend sixty hours or more per week preparing for and participating in the student teaching experience; therefore, student teachers are discouraged from engaging in other activities that might detract from their ability to put forth their utmost commitment and dedication (i.e., employment, varsity sports, or demanding social clubs).

## **Student Teachers' Responsibilities** (adapted from *Villanova University Student Teaching Handbook*, 2012)

- Become an integral part of the instructional staff at your schools. Accept willingly duties commensurate with your role as a teacher. This may include in-service and parent conferences, supervisory duties (i.e., cafeteria duty, hall duty, etc.), as well as extra-curricular activities. Seek out innovative ways to make a contribution. Coaching sports teams, planning field trips, helping out with plays, shows, clubs, academic teams, etc., are activities that are fun and meaningful for you and your students.
- Prepare complete, concise daily lesson plans and review them with your cooperating teacher at least three days in advance of teaching the lesson. Keep them in a binder to be shared with your university supervisor when he or she comes to observe. You may also be required to prepare unit plans, bulletin boards, learning centers, and other materials.

- Maintain a receptive attitude toward your cooperating teachers. They have volunteered to share their knowledge and experience with you as their contribution to the profession. They are your immediate supervisors in all school activities, so follow their instruction and advice.
- Student teachers are expected to partake in the responsibilities and obligations, curricular and auxiliary, of their cooperating teachers. Obtain a copy of the teacher policy manual for your school, and study it thoroughly. You are expected to follow those procedures and to obey those rules and regulations as if you are one of the faculty.
- University of Scranton supervisors are there to provide you with constructive criticism that will help you learn and to become a good teacher. Accept the comments and instructions gracefully and with openness to change.
- Be a positive role model for your students. Exhibit good manners, habits, behavior, and language. Present the best possible image, starting with professional dress and appearance.
- Learn as much as you can about your students through observation, school records, test scores, etc., and use that knowledge to fashion individual learning activities.
- Make seating charts and learn your students' names within the first few days. There is no better tool of classroom management than simply calling each student by name.
- Be friendly, but not familiar in your relationships with students and staff. Do not put yourself into situations or conversations which may call into question your professional ethics or judgment. Be an adult role model, not a pal. Do not allow students to ask you personal questions or delve into your personal life. Maintain a professional relationship with students and staff at all times. Do not engage in social networking with students.
- Comply with all reasonable requests made by your cooperating teacher, including helping with routine tasks, attending meetings, correcting papers, etc. Don't wait to be asked – volunteer to help!
- It is up to YOU to take the initiative in resolving questions, problems, and differences. Keep your university supervisor informed of both progress that you have made and problems that you have encountered. Seek the advice of your cooperating teacher daily. While you are developing your own personal style in the classroom, respect the varying styles and experiences of others. If differences or problems begin to keep you from doing your best, you must take the initiative immediately and talk to someone about it.
- Remember that you are not just representing yourself. You are following in the footsteps of University of Scranton graduates who have created a tradition of preparedness that schools have come to expect. You are also a harbinger for classes of University of Scranton student teachers to come. Comport yourself with the grace and spirit of community expected of a graduate of this university.

# Role of the Cooperating Teacher

No teacher preparation program could claim success without the vital assistance of cooperating teachers. Their role in the student teaching experience is indeed a critical one. No other person in the program can duplicate the value of the day-to-day contact that they have with student teachers. Cooperating teachers are experienced professionals, competent in their teaching area with a commitment to their students and learning in general. They identify the apprehensions, concerns, and joys that a student teacher will experience, giving encouragement and feedback on a regular basis.

In order for the student teaching experience to accomplish its purpose in developing the competencies to meet the standards set forth by the Commonwealth of Pennsylvania, it is imperative that the cooperating teachers understand the University's Education program and help us in the final attainment of the program's outcomes. It is understood that by accepting one of our students, you are agreeing to help us in this endeavor. To accomplish these expectations, cooperating teachers will need to be aware of the outcome expectations of our program. They must also assume a role that is administrative, supervisory, collegial, and supportive. Clarification of these roles follows, but questions and dialogue concerning them is encouraged.

## **Cooperating Teacher as Colleague**

Building a climate of collegiality will ease your student teacher in making the transition from "student" to "teacher." Treat the student teacher as a professional, and do not tolerate anything other than professional behavior from the student teacher. You can function as a collegial cooperating teacher by doing the following:

- Introduce the student teacher to the social dynamics within the school, but be aware that student teachers are not to get involved in internal school politics.
- Introduce the student teacher to support personnel and explain how they impact the functioning of the school
- Familiarize the student teacher with the location / operating of copy machines, AV equipment, educational materials, computer areas, etc.
- Listen actively and reflectively. Know that your student teacher's growth, like that of your students, is incremental, gradual, and personal.
- Provide opportunities for your student teacher to practice new skills in a low-risk setting. Suggest methodologies, strategies, and materials freely as a means of increasing your student teacher's repertoire of available options. Allow your student teacher to experiment with new methodologies and strategies, if well-planned
- Make your student teacher feel like a contributing member of the faculty. Allow your student teacher to interact with other teachers, paraprofessionals, administrators, and parents.
- Allow the student teacher to share classroom anxieties and triumphs with you regularly.

### **Cooperating Teacher as Mentor**

Continuous feedback is crucial for your student teacher's improvement and refinement of necessary skills. You will be expected to provide feedback by observing, conferring with, and assessing the student teacher. The continuous feedback should facilitate self-evaluation and self-improvement by the student teacher. You can be an effective mentor by doing the following:

- Assign the student teacher to teaching responsibilities beginning with a single course, with more eventually being added at the discretion of the cooperating teacher and the university supervisor. This should culminate in a minimum of at least three weeks of full-time teaching.
- Assign the student teacher to duties beyond the classroom to aid in the awareness of the total school program.
- Review, suggest improvements for, and sign lesson plans at least three days prior to the student teacher's implementing the lesson. Your signature indicates that the plan is acceptable to use for teaching. No planning or poor planning by the student teacher means that he or she should not teach the lesson.
- Observe the teaching of the student teacher. Conference with him or her soon after the observation. This conference gives the cooperating teacher an opportunity to give valuable feedback to the student teacher about his or her performance. This is the time to indicate the strong points of the lesson, to point out the weak points of the lesson, and to question segments of the lesson that were not clearly understood by students. Give specific suggestions about performance in the classroom.
- Assess the student teacher's performance.
  - Complete at least four Student Teacher Observation Forms, focusing on single lessons
  - Complete a mid-term evaluation, focusing on overall performance
  - Complete a final evaluation, focusing on overall performance

### **Responsibilities to the University**

- Be available for discussions during the university supervisor's announced visits
- Warn the student teacher of unprofessional behaviors before they become habitual
- Contact the university supervisor immediately if the student teacher has displayed behaviors or habits of concern. See the handbook section on "Dealing with Concerns" for more information.

### **Orienting Your Student Teacher**

In orienting the student teacher, the following are recommended as a guide to prepare for the student teacher's entrance into your classroom:

- Inform your classroom students, as well as parents and other faculty and staff members, of the arrival of your student teacher.
- Familiarize yourself with The University of Scranton's student teaching program by attending an orientation session and reviewing the Handbook.

- Make copies of the class roster, daily schedule, and school policies and rules for your student teacher.
- Provide a desk or table to serve as a work space.
- Acquaint your student teacher with important individuals within your school, as well as the site and its facilities.
- Introduce the student teacher to your classes as a member of the teaching team.

# Role of the University Supervisor

University Supervisors are experienced teachers and administrators whose role as a liaison with the school district, with the cooperating teachers, and with the student teachers, is key. University supervisors assume the roles of consultant, counselor, resource person, evaluator, and administrator. The university supervisor is the principal representative of The University of Scranton Education Department with regard to student teaching. The supervisor's primary goal is to help the student teacher achieve to the best of his or her ability. The supervisor visits the local school at least five times during the semester, or more frequently as needed. He or she serves as a valuable resource for student teachers, pointing out what student teachers need to do to improve, ensuring that student teachers are doing the planning and "homework" necessary to prepare properly, and overseeing the academic aspects of the student teacher's preparation and delivery.

Supervisors are also a resource for analyzing and understanding the culture of the partner schools and helping the student teacher learn to relate successfully there. They will want to see evidence that student teachers are doing everything they can to prepare and deliver effective teaching methodology. If student teachers are experiencing doubt or conflicts about any aspect of the experience, they should be encouraged to consult with the university supervisor as soon as these feelings arise. As the eyes and ears of The University of Scranton, the supervisor will do whatever is possible to help student teachers succeed.

University supervisors will observe student teachers a minimum of four times during the semester. Additional observations may be necessary. University supervisors will combine their observations with feedback from the cooperating teacher to fully assess the student teacher.

Throughout the semester, student teachers are encouraged to discuss their progress with their cooperating teachers and with the university supervisors. It is to the advantage of all involved that whenever possible, there be a three-way discussion of the observed lesson, including the student teacher, the cooperating teacher, and the university supervisor. This helps to minimize any misunderstandings and promotes strategies for future development.

## **University Supervisors Responsibilities**

- Attend the orientation session and meetings throughout the semester.
- Organize and facilitate weekly seminars with student teachers to allow both the supervisor and student teachers the opportunity to focus on general concerns of group members and to provide materials and/or instruction as needed. These seminars are mandatory for both the supervisor and the student teachers.
- Promote a positive relationship with the cooperating teacher by acting as a consultant in developing a quality student teaching experience.
- Assist with problem-solving.

- Maintain communication with the cooperating teacher and student teacher to discuss concerns and successes about the student teaching experience.
- Communicate with the cooperating teacher on a regular basis to discuss and to help plan a sequential schedule for assuming teaching duties.
- Provide insights and assists the student teacher in meeting program objectives.
- Serve as a resource to discuss concerns about the student's teaching experience, as well as offering guidance in the areas of planning, instruction, management, and professional behavior.
- Make at least five visits to the school site during the semester. The initial visit takes place early in the student's classroom assignment. It is a courtesy visit and does not require formal observation or evaluation. Thereafter, the student teacher is observed and evaluated on a regular basis. Supervisors record and report on a minimum of four observations of lessons taught. These observations are to be evenly spaced, approximately every fifteen days, in order to determine the development of the student teacher over the entire student teaching experience.
- Act in accordance to criteria established throughout this handbook to remediate and/or remove a student from the student teaching program when difficulties such as the following arise:
  - Unprofessional behavior
  - Lack of preparation for teacher duties
  - Frequent tardiness or absenteeism
  - Incompetence
- Determine the final grade of his/her student teachers, with the aid of the cooperating teacher's evaluations, the student teacher's log, class observations, and the student teacher's final report. Supervisors communicate with the cooperating teacher regularly throughout the semester to make this determination.
- Maintain all paperwork related to the student teacher's file, submitting it at the end of the semester to the Director of Field Experience
- Submit a mileage log at the end of the semester.

# Role of the Content Supervisor

The content supervisor functions in the capacity of a consultant in the area of his or her specialty. The duty of the content area supervisor is to verify that the content being taught by the student teacher is valid. The input of the content supervisor is one source of information that the university supervisor uses to compose grades in “Planning” and in “Instruction” (areas that reflect content knowledge).

## **Responsibilities of the Content Supervisor**

- Visit, observe, and confer with the student teacher on the validity and the organization of the subject matter as used by the student teacher in the classroom. This includes the student teacher’s knowledge of content, its adaptation to the class, and pedagogy pertinent to the content.
- File reports on three observations of lessons taught by the student teacher. These visits are evenly-spaced throughout the semester, approximately every twenty school days, in order to observe the progress and growth of the student teacher. After each visit, the observation report is submitted to the university supervisor.
- Conduct pre-observation conferences, if possible, to discuss the expectations that the student teacher has for the teaching of the lesson.
- Confer with the student teacher following the lesson to discuss the lesson, to point out strengths and weaknesses of content knowledge, and to offer suggestions for improvement.
- In case of an issue where content knowledge is weak, the content supervisor will notify the chair of the Education Department to discuss these matters
- Submit visitation and mileage logs at the conclusion of the semester.



# Dealing with Concerns

On occasion, cooperating teachers (or university supervisors) may have concerns about a University of Scranton student teacher. These concerns may vary but could include:

- General unreadiness to student teach
- Unreported or frequent absences
- Unprofessional behavior
- Poor quality of work
- Problems with relationships (students, colleagues, administrators, others)

With even a slight concern, it is better for both the student teacher and the University to know of concerns early. We suggest you try the following:

- Discuss your concern with the student and allow a couple of days for response;
- If you are not satisfied with the response, contact the university supervisor who will immediately make an appointment for a three-way conference with you and the student teacher. You may agree to withdraw the student teacher at this point or agree to implement a performance improvement plan including expectations, a timeline, and method for evaluation of progress;
- If you have a concern about a university supervisor (e.g., not scheduling and meeting with you or not supervising the student teacher) call the Director of Field Placement at 570-941-7421.

## **Behaviors the Cooperating Teacher Should Document**

When there is a concern about a student teacher and the problem persists, it is important to maintain records that describe the behavior and document when it occurs. Behaviors that should be documented include but are not limited to:

- Late arrival / early departure
- Not planning / preparing for assigned responsibilities
- Failure to submit plans as directed
- Inappropriate dress
- Lack of initiative
- Lack of cooperating with the established program goals
- Lack of participation and collegial interaction within the school culture
- Poor quality of work
- Failure to implement suggestions in
- Inappropriate interactions or behaviors with students

Observation and supervision of student teachers is a formative process. Intervention is expected for those student teachers who are not making satisfactory progress in coursework or in behavioral

expectations such as those described above. This intervention will be accomplished in the form of a Performance Improvement Plan. A sample PIP is provided in the appendix.

In the case of lack of adequate progress or as a result of behavioral concerns, a Performance Improvement Plan will be developed by the Director of Field Experience in collaboration with the University Supervisor and Cooperating Teacher. The PIP must be approved by the student's Program Director before implementation.

To implement a Performance Improvement Plan, the University Supervisor will hold a conference with the student teacher and Cooperating Teacher to discuss the plan. The University Supervisor will explain the Performance Improvement Plan and will listen to relevant comments from the student teacher. The PIP will be implemented as written, or the plan may be modified and then implemented based on the outcome of the conference.

A Performance Improvement Plan identifies areas of concern, provides a plan for improvement, specifies expected performance levels, and provides dates for further review to assess a student teacher's progress. The PIP, the review meetings, and the resolution of the plan must be documented in writing.

The Director of Field Experience will receive the signed Performance Improvement Plan. Copies of the written plan will be provided to the student teacher, University Supervisor, and Cooperating Teacher (if needed). If a student teacher successfully completes the plan and is recommended for licensure, all written documentation related specifically to the plan will be destroyed. However, if the student teacher is unsuccessful in the student teaching experience, all written documentation will remain part of the student's file.

Failure to sign the Performance Improvement Plan does not revoke the plan. The PIP is still in effect with a notation that the student refused to sign the document.

University of Scranton Protocol for Field Experience / Student Teaching Performance Improvement Plan



# Suggested Time Table

The following time table is only a guide. Details will vary with the context and district policy. The student teacher, cooperating teacher, and university supervisor should work together to come to an agreement regarding a schedule and work plan that is most appropriate for the individual situation.

|              |   |
|--------------|---|
| Week 1-2     | <p>Observations and lessons begin</p> <ul style="list-style-type: none"> <li>• Get to know names, schedules, curriculum</li> <li>• Observe cooperating teacher and other building teachers</li> <li>• Assist with activities as the CT leads</li> <li>• Assist with non-teaching activities</li> <li>• With CT's guidance, plan to teach several lessons by week 2</li> </ul> |
| Week 3-4     | 25% - 50% of all duties carried out   |
| Week 5-6     | <p>60% - 80% of all duties carried out</p> <ul style="list-style-type: none"> <li>• Videotape a lesson per edTPA requirements;</li> <li>• Take the lead in planning, teaching, and assessing</li> </ul>   |
| Week 7-8     | Full-time teaching and assumption of all non-teaching duties  |
| Week 9-10-11 | Continued full-time teaching and assumption of all non-teaching duties  |
| Week 12      | Transition back to cooperating teacher  |

# Forms and Appendices

# The University of Scranton

## Education Department

### Class Observation Report

Student Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Subject/Topic: \_\_\_\_\_ Observer / Title: \_\_\_\_\_

✓ = consistently observed      ✓- = needs improvement      (blank) = not observed      N/A = not applicable to this lesson

|   |   |
|---|---|
| <b>PLANNING:</b> Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning & preparation. Student teacher makes plans & sets goals based on the content to be taught / learned, knowledge of students, and the instructional context. |   |
| Assesses students' prior knowledge & plans lessons accordingly.   | Writes clear objectives in a variety of formats appropriate to lessons. |
| Identifies / addresses state & professional standards.  | Designs instruction to target individual needs.                         |
| Comments:   |   |

|   |  |
|---|--|
| <b>INSTRUCTION:</b> Student teacher, through knowledge of content, pedagogy, and skill in delivering instruction, engages in learning by using a variety of instructional strategies. |  |
| Uses appropriate lesson set (motivation, set, hook).  | Effectively modifies lesson content and/or instructional strategies. |
| Uses a variety of age/grade appropriate instructional strategies.   | Uses strategies to create/enhance/maintain student motivation.       |
| Presents appropriately-sequenced curriculum content   | Uses strategies to promote active student involvement.               |
| Integrates disciplines within the curriculum.   | Uses a variety of questions (open/closed, higher- / lower-order)     |
| Uses technology appropriately to facilitate instruction/learning.   | Uses effective closure strategies.                                   |
| Uses appropriate voice volume, rate, and variety of expression.   | Uses appropriate grammar, sentence structure, and articulation.      |
| Uses instructional strategies that promote effective whole class, small group, and individual instruction.  | Makes frequent checks for student understanding while teaching.      |
|   | Moves the lesson along at an appropriate rate.                       |
| Comments:   |  |

|   |  |
|---|--|
| <b>CLASSROOM MANAGEMENT:</b> Student teacher establishes and maintains a purposeful and equitable environment for learning in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. |  |
| Creates and maintains a positive, inclusive learning environment.   | Uses a variety of low-profile interventions.             |
| Clearly communicates expectations for learner behavior.   | Responds quickly and appropriately to major disruptions. |
| Identifies and responds appropriately to off-task behaviors.  |  |
| Comments:   |  |

|  |   |
|--|---|
| <b>ASSESSMENT:</b> Student teacher uses informal and formal assessment to meet learning goals and to monitor student learning. |   |
| Uses appropriate formative assessments.  | Provides appropriate feedback to students regarding their learning. |
| Monitors student learning and effectively modifies teaching.   | Uses appropriate summative assessment.                              |
| Comments:  |   |

|   |  |
|---|--|
| <b>PROFESSIONALISM:</b> Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom / school building. |  |
| Uses discretion when dealing with students, parents, and professionals.   | Communicates effectively (written/oral) with students, peers, and parents. |
| Fulfills professional responsibilities promptly and consistently.   | Seeks/accepts feedback and attempts to make proper adjustments.            |
| Engages in meaningful reflective practice.  | Sets goals for improvements and identifies ways to meet those goals.       |
| Comments:   |  |

**Summative Comments:**

**Signatures:**

\_\_\_\_\_  
Student Teacher – white copy

\_\_\_\_\_  
Supervisor – yellow copy

\_\_\_\_\_  
Cooperating teacher – pink copy



**The University of Scranton  
Education Department  
Mid-Term Student Teacher Evaluation Form (SPEC ED, ECE, EL ED, SEC ED)**

Student teacher \_\_\_\_\_ School \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

**This form is to be completed at the end of the teaching experience by the university supervisor and the co-operating teacher.**

**Evaluation Scale: 1 = Unacceptable, 2 = Poor (below average), 3 = Acceptable (average),  
4 = Very Good, 5 = Excellent**

| PROFESSIONAL GROWTH   | ACHIEVEMENT   | RECOMMENDATIONS |
|---|---------------|-----------------|
| Exercises the need for discretion when dealing with students, parents, & professionals.   | 1 2 3 4 5 N/A |                 |
| Maintains confidentiality in dealing with school matters.   | 1 2 3 4 5 N/A |                 |
| Fulfills professional responsibilities promptly & consistently.   | 1 2 3 4 5 N/A |                 |
| Engages in reflective practice & sets goals for improvement.  | 1 2 3 4 5 N/A |                 |
| Accepts & uses feedback.  | 1 2 3 4 5 N/A |                 |
| CLASSROOM MANAGEMENT  |               |                 |
| Creates & maintains an environment conducive to learning.   | 1 2 3 4 5 N/A |                 |
| Clearly communicates expectations for learner behavior.   | 1 2 3 4 5 N/A |                 |
| Promptly identifies off-task behaviors & uses a variety of low-profile interventions.   | 1 2 3 4 5 N/A |                 |
| Responds appropriately to continued off-task behaviors & major disruptions.   | 1 2 3 4 5 N/A |                 |
| Creates & maintains a positive inclusive learning environment.  | 1 2 3 4 5 N/A |                 |
| PLANNING  |               |                 |
| Demonstrates content knowledge appropriate to students' developmental levels.   | 1 2 3 4 5 N/A |                 |
| Writes clear objectives in a variety of formats appropriate to the lessons.   | 1 2 3 4 5 N/A |                 |
| Uses a variety of instruction, assessment & technology appropriate to concepts & grade level with attention to the diverse needs of learners. | 1 2 3 4 5 N/A |                 |
| Designs instruction to target individual student needs incorporating state & professional standards.  | 1 2 3 4 5 N/A |                 |
| Assesses students' prior knowledge in planning for effective instruction.   | 1 2 3 4 5 N/A |                 |
| INSTRUCTION   |               |                 |
| Organizes classroom environment & learning experiences that promote effective whole class, small group, & individualized instruction.         | 1 2 3 4 5 N/A |                 |
| Effectively communicates accurate & appropriately sequenced lesson content.   | 1 2 3 4 5 N/A |                 |
| Monitors student understanding to assess progress & effectively modifies lesson content and/or instructional strategies.                      | 1 2 3 4 5 N/A |                 |
| Uses strategies to facilitate student motivation & active learning.   | 1 2 3 4 5 N/A |                 |
| Uses appropriate grammar & sentence structure.  | 1 2 3 4 5 N/A |                 |

Observer's signature \_\_\_\_\_

Date \_\_\_\_\_

Student's signature \_\_\_\_\_

White: Student's copy

Yellow: University supervisor's copy





**The University of Scranton  
Education Department  
Final Student Teacher Evaluation Form (SPEC ED, ECE, EL ED, SEC ED)**

Student teacher \_\_\_\_\_ School \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

**This form is to be completed at the end of the teaching experience by the university supervisor and the co-operating teacher.**

**Evaluation Scale: 1 = Unacceptable, 2 = Poor (below average), 3 = Acceptable (average),  
4 = Very Good, 5 = Excellent**

| PROFESSIONAL GROWTH   | ACHIEVEMENT   | RECOMMENDATIONS |
|---|---------------|-----------------|
| Exercises the need for discretion when dealing with students, parents, & professionals.   | 1 2 3 4 5 N/A |                 |
| Maintains confidentiality in dealing with school matters.   | 1 2 3 4 5 N/A |                 |
| Fulfills professional responsibilities promptly & consistently.   | 1 2 3 4 5 N/A |                 |
| Engages in reflective practice & sets goals for improvement.  | 1 2 3 4 5 N/A |                 |
| Accepts & uses feedback.  | 1 2 3 4 5 N/A |                 |
| CLASSROOM MANAGEMENT  |               |                 |
| Creates & maintains an environment conducive to learning.   | 1 2 3 4 5 N/A |                 |
| Clearly communicates expectations for learner behavior.   | 1 2 3 4 5 N/A |                 |
| Promptly identifies off-task behaviors & uses a variety of low-profile interventions.   | 1 2 3 4 5 N/A |                 |
| Responds appropriately to continued off-task behaviors & major disruptions.   | 1 2 3 4 5 N/A |                 |
| Creates & maintains a positive inclusive learning environment.  | 1 2 3 4 5 N/A |                 |
| PLANNING  |               |                 |
| Demonstrates content knowledge appropriate to students' developmental levels.   | 1 2 3 4 5 N/A |                 |
| Writes clear objectives in a variety of formats appropriate to the lessons.   | 1 2 3 4 5 N/A |                 |
| Uses a variety of instruction, assessment & technology appropriate to concepts & grade level with attention to the diverse needs of learners. | 1 2 3 4 5 N/A |                 |
| Designs instruction to target individual student needs incorporating state & professional standards.  | 1 2 3 4 5 N/A |                 |
| Assesses students' prior knowledge in planning for effective instruction.   | 1 2 3 4 5 N/A |                 |
| INSTRUCTION   |               |                 |
| Organizes classroom environment & learning experiences that promote effective whole class, small group, & individualized instruction.         | 1 2 3 4 5 N/A |                 |
| Effectively communicates accurate & appropriately sequenced lesson content.   | 1 2 3 4 5 N/A |                 |
| Monitors student understanding to assess progress & effectively modifies lesson content and/or instructional strategies.                      | 1 2 3 4 5 N/A |                 |
| Uses strategies to facilitate student motivation & active learning.   | 1 2 3 4 5 N/A |                 |
| Uses appropriate grammar & sentence structure.  | 1 2 3 4 5 N/A |                 |

Observer's signature \_\_\_\_\_

Date \_\_\_\_\_

Student's signature \_\_\_\_\_

**White: Student's copy**

**Yellow: University supervisor's copy**



**The University of Scranton Education Department  
Student Teaching Lesson Plan Observation Form for Content Supervisors**

**Student Teacher** \_\_\_\_\_ **Subject area** \_\_\_\_\_

**Topic** \_\_\_\_\_

**Content area supervisors** will make **three (3)** periodic observations (approximately every twenty days). As the student teacher conducts the lesson, use this form to comment on performance in areas such as setting direction, methods of instruction, management, use of resources, implementation of plans, and overall evaluation of student performance.

**Strengths:**

**Goals for improvement:**

**Observer** \_\_\_\_\_

**Student Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

**White:** Student's copy   **Yellow:** University supervisor's copy   **Pink:** Co-operating teacher's copy

**The University of Scranton Education Department  
Student Teacher Advancement Toward Outcomes Evaluation Form**

**Student teachers** will use this form for **three (3)** separate self-evaluations according to the schedule given to them by their university supervisor, approximately every twenty days.

**1. Planning & Evaluation:**

---

**2. Classroom / Individualized Instruction:**

---

**3. Classroom Management:**

---

**4. Professional Growth & Development:**

**Student teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Co-operating teacher(s)** \_\_\_\_\_ **School** \_\_\_\_\_

White: Student's copy    Yellow: University supervisor's copy    Pink: Co-operating teacher's copy

**ALIGNMENT OF PDE STANDARDS, UNIT STANDARDS FOR INITIAL PROGRAMS, AND INTASC PRINCIPLES**

**Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice**

|  |   |   |   |
|--|---|---|---|
| <p><b>Category I: Planning and Preparation</b> - Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context.<br/><b>Alignment with PA Code, Act 354.33. (1)(i)(A), (B), (C), (G), (H)</b><br/><b>Aligned with the UofS Scholar/Decision-Maker: Planning Domains</b></p> | <p><b>Category II: Classroom Environment</b> - Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.<br/><b>Alignment with PA Code, Act 354.33. (1)(i)(E), (B)</b><br/><b>Aligned with the UofS Scholar/Decision-Maker: Instruction Domains</b></p> | <p><b>Category III - Instructional Delivery</b> - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.<br/><b>Alignment with PA Code 22, Act 354.33. (1)(i)(D),(F),(G)</b><br/><b>Aligned with the UofS Scholar/Decision-Maker: Management Domains</b></p> | <p><b>Category IV - Professionalism</b> - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.<br/><b>Alignment with PA Code 22, Act 354.33. (1)(i)(I),(J)</b><br/><b>Aligned with the UofS Scholar/Decision-Maker: Professional Growth Domains</b></p> |
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**The University of Scranton Unit Standards**

**As Scholars, teacher candidates...**

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| <p>plan teaching models that use major concepts, principles, theories, research and technology related to learning, including attention to the needs of diverse learners</p> <p><b>1. Planning</b></p> | <p>implement the central concepts, tools of inquiry, and structures of content for the various developmental levels of diverse populations and use continuous reflective self-assessment for professional growth.</p> <p><b>2. Instruction</b></p> | <p>utilize data gathering techniques that include research, analytical processes, assessment and the use of appropriate technology throughout the curriculum. Candidates practice proper professional behaviors and deal ethically with colleagues, superiors, students and families.</p> <p><b>3. Management</b></p> | <p>apply effective verbal, written and technological communication and management techniques, and react with sensitivity to the various needs and feelings of students, families, colleagues and others.</p> <p><b>4. Professional Growth</b></p> |
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**As Decision-Makers, teacher candidates...**

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| <p>design instruction for the diversity of student needs, based on the use of appropriate learning theory, content knowledge including academic content standards, multicultural materials, and technological options.</p> <p><b>1. Planning</b></p> | <p>develop goals and objectives appropriate for all students and integrate a variety of teaching strategies based on the assessed needs of their diverse student population.</p> <p><b>2. Instruction</b></p> | <p>show concern for peers and students by managing positive, respectful and safe learning environments, and by demonstrating the belief that all children can learn.</p> <p><b>3. Management</b></p> | <p>effectively communicate with colleagues, administrators, families and other professionals and facilitate the social acceptance of diverse populations by encouraging positive relationships, and considering feedback from those relationships. Appropriate professional behaviors are practiced consistently.</p> <p><b>4. Professional Growth</b></p> |
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**Interstate New Teacher Assessment and Support Consortium (INTASC) Principles**

**The Teacher...**

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|---|---|---|---|---|--|---|---|--|--|
| <p>understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p><b>Aligned with Scholar 1</b></p> | <p>understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p><b>Aligned with Scholar 1, 4</b></p> | <p>understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><b>Aligned with Scholar 2; Decision-Maker 2</b></p> | <p>understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><b>Aligned with Decision-Maker 1</b></p> | <p>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.</p> <p><b>Aligned with Scholar 3; Decision-Maker 3</b></p> | <p>uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><b>Aligned with Decision-Maker 3</b></p> | <p>plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p><b>Aligned with Decision-Maker 1</b></p> | <p>understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p><b>Aligned with Decision-Maker 2</b></p> | <p>is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p><b>Aligned with Scholar 4; Decision-Maker 3, 4</b></p> | <p>fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p><b>Aligned with Decision-Maker 4</b></p> |
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**ALIGNMENT OF PDE, UNIT STANDARDS FOR ADVANCED PROGRAMS AND NBPTS CORE PROPOSITIONS FOR ADVANCED PROGRAMS: READING, CURRICULUM AND INSTRUCTION, SPECIAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND EARLY CHILDHOOD EDUCATION**

**PDE Standards for Professional Competency**

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| <p><b>Category I: Planning and Preparation</b> - Teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context.<br/><b>Alignment with PA Code, Act 354.33. (1)(i)(A), (B), (C), (G), (H)</b><br/><b>Aligned with the U of S Scholar/Decision-Maker: Planning Domains</b></p> | <p><b>Category II: Classroom Environment</b> - Teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.<br/><b>Alignment with PA Code, Act 354.33. (1)(i)(E), (B)</b><br/><b>Aligned with the U of S Scholar/Decision-Maker: Instruction Domains</b></p> | <p><b>Category III - Instructional Delivery</b> - Teacher, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.<br/><b>Alignment with PA Code 22, Act 354.33. (1)(i)(D),(F),(G)</b><br/><b>Aligned with the U of S Scholar/Decision-Maker: Management Domains</b></p> | <p><b>Category IV - Professionalism</b> - Teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.<br/><b>Alignment with PA Code 22, Act 354.33. (1)(i)(I),(J)</b><br/><b>Aligned with the U of S Scholar/Decision-Maker: Professional Growth Domains</b></p> |
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**Student Teaching Performance Improvement Plan**  
**Student – NAME HERE**

**Purpose:** The purpose of the Student Teaching Performance Plan (PIP) is to identify to the student areas where he/she is failing to meet the minimum requirements of his/her assignment. The PIP includes some specific examples of substandard performance, specific recommendations to bring his/her performance up to the minimum requirement of the position, and to define a specific timeline of when the improvements must be completed. The example(s) provided may not be all inclusive, but will illustrate the area where the student must improve.

The student will be evaluated by his/her supervisor, or appropriate reviewer, in the required improvement areas identified in the PIP, and will meet with his/her reviewer on specific dates in accordance with a meeting schedule defined in the PIP. The student will be evaluated on these areas, but may also be evaluated on other specific student teaching requirements dependent on the progress, or lack thereof, of the PIP. If additional areas of improvement are identified during the evaluation process, they will be added to the evaluation portion of the PIP document consistent with the intent of the form and the other areas being evaluated.

**Examples of Substandard Performance:** The following are examples of substandard performance that must be improved by STUDENT. This is not an all-inclusive list, and merely illustrates some examples that identify the areas where STUDENT must improve to bring his performance up to the required minimum expectation of the student teaching assignment.

1. STUDENT's cooperating teacher reports that he leaves school at 3:00 pm daily, rather than adhering to the 3:30 pm teacher dismissal time.
2. STUDENT's cooperating teacher reports that his lesson planning does not include using the prescribed University of Scranton lesson plan format. Further, STUDENT's cooperating teacher cites lack of originality or creativity in planning.
3. STUDENT notified his cooperating teacher via text message when he was absent for two days. STUDENT did not notify the placement school or the university supervisor, and he left no plans for his cooperating teacher to use in her absence.
4. STUDENT has taken little personal responsibility or initiative in resolving these situations and conditions, instead blaming the placement and the cooperating teacher.

**Required Improvement:** The following are minimum requirements of STUDENT's student teaching that he must improve to meet the requirement. These areas are essential functions, and STUDENT must meet these standards.

1. STUDENT will adhere to the teachers' hours of the school without variance, as required by the Student Teaching Handbook.
2. STUDENT will follow directions for lesson planning as outlined in the Student Teaching Handbook. Specifically, ***"the student teacher is expected to discuss his or her plans with the co-operating teacher prior to teaching the lesson. Each plan, along with supporting materials, must be reviewed and approved by the co-operating teacher in advance of the scheduled class. This must be documented with the co-operating teacher's signature and date. These plans should be discussed well enough in advance for the student teacher to gain the full value of the co-operating teacher's knowledge and experience. Lesson plans will be submitted at least three (3) days in advance of teaching the lesson to give the co-operating teacher the opportunity to provide feedback."***
3. STUDENT will make up the teaching days lost due to his illness. STUDENT will make arrangements with his professional seminar professor to facilitate this, and will coordinate the make-up days to the satisfaction of the university supervisor, his cooperating teacher, and the professional seminar professor. The week of December 9-13, 2013, should be used for make-up time. Any further absences must be reported in accordance with the Student Teaching Handbook.
4. STUDENT will display professional demeanor and conduct himself accordingly, as prescribed by the Student Teaching Handbook and the Undergraduate Handbook's outlining of student dispositions.

**Evaluation:** The university supervisor will evaluate STUDENT's progress in these and all areas of student teaching and report to the Director of Field Experience on a weekly basis. He/she may make in-person site visits, solicit opinions from STUDENT's cooperating teacher by phone or email, or use any combination thereof. Should the cooperating teacher or principal make the University aware of a deficiency, this will be considered formal evaluation as well.

**Meeting Schedule:** The evaluation period will be 6 weeks in duration beginning October 25, 2013 and ending December 6, 2013, and may be reduced or extended at any time based on STUDENT's performance. STUDENT will be evaluated every week corresponding with his supervisor's regularly-scheduled seminar meeting. At the evaluation meeting, STUDENT will be given feedback and specific instruction on how he is progressing, or not progressing, in each evaluation area.

**Conclusion of the STPP:** The expectation is for STUDENT to meet the minimum requirements of student teaching and complete his assignment without incident. If STUDENT is not able to meet **ALL** of the

requirements of his position, he will be removed from the student teaching program in accordance with the criteria set forth in the Student Teaching Handbook:

***The university supervisor will act, in accordance to criteria established throughout the handbook, to remove a student from the student teaching program in the event of unremediated difficulties when one or more of the following exists:***

- ***Unprofessional behavior***
- ***Lack of preparation for teacher duties***
- ***Frequent absenteeism***
- ***Incompetence***

Note that this Performance Plan constitutes a remediation plan for the difficulties described above.

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STUDENT – Signature Date:

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Professor XX, University Supervisor – Signature Date:

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Professor YY, Graduate Program Director – Signature Date:

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ZZ, Director of Field Placement – Signature Date:

| <b>University of Scranton</b><br><b>Student Teacher Emergency Data Form</b><br><i>To be completed by the student teacher and submitted to the Field Office for distribution to the placement site</i>  |            |               |
|--|------------|---------------|
| Student Name:  |            |               |
| Local Address:   |            |               |
| City:  | State:     | Zip Code:     |
| Phone [C]:   | Phone [H]: | Phone [W]:    |
| Host School:   |            |               |
| Cooperating Teacher  |            | Room Number:  |
| <b>Emergency Contact Information</b> - List primary and secondary persons to be contacted in the event of an emergency. The primary contact should be a close relative or spouse. Please include a local contact.  |            |               |
| Primary Contact Information – Close Relative or Spouse   |            |               |
| Name:  |            | Relationship: |
| Address:   |            |               |
| City:  | State:     | Zip Code:     |
| Phone [C]:   | Phone [H]: | Phone [W]:    |
| Secondary Contact Information – Local (if primary contact is not local)  |            |               |
| Name:  |            | Relationship: |
| Address:   |            |               |
| City:  | State:     | Zip Code:     |
| Phone [C]:   | Phone [H]: | Phone [W]:    |
| Emergency Contact Permission   |            |               |
| <b>Check One</b><br><input type="checkbox"/> Representatives from the placement site and/or the University of Scranton may contact the persons listed above on my behalf in the case of an emergency.<br><input type="checkbox"/> I do not give permission for anyone to be contacted on my behalf in the case of an emergency.  |            |               |
| Signature _____  |            | Date _____    |
| Optional Disclosure of Medical Information   |            |               |
| <i>List below any medical conditions, allergies, and/or medications the placement site should be aware of to help ensure your safety during your placement and/or to provide to medical personnel in case of a medical emergency. By completing this section you are agreeing to release this information to the placement site and to the University of Scranton.</i> |            |               |
| [Enter medical information here]   |            |               |
| <b>To the host school:</b>   |            |               |

**Please notify the Field Placement Office at (570) 941-7405 in the event of an emergency.**