



School of Education

STUDENT TEACHING HANDBOOK FOR TEACHER CANDIDATES



Council for the Accreditation of Educator Preparation

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INTRODUCTION

The Student Teaching Handbook is meant to guide students throughout the student teaching experience. If read carefully, most questions regarding the experience will be answered. Questions not addressed in the Handbook should be discussed with the University Supervisor, the Director of Student Teaching, or the Director of Teacher Education. The Student Teaching Handbook outlines official policies of the Office of Student Teaching and Field Placement.

Student teaching is the capstone experience of the Leading Teacher Program. The major goal of student teaching is to provide an opportunity for the teacher candidate to make practical applications of knowledge, learning principles, and techniques of teaching. The Leading Teacher Program meets the standards of excellence for the practice of teaching in the 21st century through curricular infusion of three themes: Leadership, Diversity, and Technology. The teacher candidate is also challenged to pursue continuous improvement in the following five domains which, together with the three themes, comprise the conceptual framework of the Leading Teacher Program: Learning Theorist; Curriculum Designer; Expert in School Context; Master Practitioner; and Instructional Leader. A full description of the Themes and Domains, with the expected competencies, can be found in Appendix A. Student Teaching will provide the opportunity for the novice teacher to make the teaching-learning connection with the students while experiencing the pressures of full-time teaching and the rewards that accrue.

The mentor teacher, the university supervisor, and the teacher candidate are a team. A key word in this endeavor is communication. Most problems occur when there is a breakdown in communication among team members. Therefore, all team members are encouraged to keep the lines of communication open and to work together to achieve a successful experience.

Student teaching is generally regarded as the most significant component in a teacher education curriculum. It represents the bridge between professional preparation and professional practice. By definition, student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a group of learners over a period of consecutive weeks. Best wishes to each of you involved in the student teaching program.

IMPORTANT CONTACT INFORMATION

Title	Contact	Phone number	E-mail Address
Director of Teacher Education	Dr. Melissa Boston, Ed.D.	412.396.6109	bostonm@duq.edu
Director, Office of Student Teaching and Field Placement	Mrs. Cindy Laspina	412.396.6095	laspinac@duq.edu
PK-4 – UG and Graduate: Program Director	Dr. Chris Meidl, Ph.D.	412.396.2620	meidlc@duq.edu
Grades 4-8 (Middle Level) – UG: Program Director	Dr. Karen Levitt, Ed.D.	412.396.6103	levitt@duq.edu
Secondary – UG and Graduate: Program Director	Dr. Karen Levitt, Ed.D.	412.396.6103	levitt@duq.edu
Student and Academic Services (214 Canevin Hall)			
Clearances	Ms. Cindy Cafaro	412.396.6093	cafarol@duq.edu
UG Academic Advisor (A-L)	Mrs. Lisa Patrick	412.396.6118	patrick1@duq.edu
UG Academic Advisor (M-Z)	Mrs. Sandra Bondo	412.396.5713	bondos@duq.edu

ELIGIBILITY FOR STUDENT TEACHING

To apply for student teaching for the following academic year, students must attend one of the informational meetings, which is typically held in January. Applications for student teaching are due on February 28 for students who are planning to register for student teaching in either the subsequent fall or spring semester. Note that there are no summer student teaching placements. **ALL** of the requirements listed below must be met and materials must be on file with the Office of Student Teaching in order to receive a student teaching placement.

Application Requirements and Deadlines

The information below applies to all teacher candidates who are applying for student teaching in the Fall semester of the same year OR the Spring semester of the following year.

Teacher Candidates must:

1. Attend a Student Teacher Informational Session, which is typically held in January.
2. Maintain a minimum of 3.0 QPA overall and in certification subject area.
3. Resolve all Incomplete, NP, or Failing grades (students must alert the OSTFP and their academic advisor if they are working towards resolving a grade).
4. Submit online Student Teaching Application **by no later than February 28.**
5. E-mail an updated résumé to the Office of Student Teaching **by no later than February 28.** Teacher candidates are strongly encouraged to have their résumés reviewed by the Center for Career Development prior to submitting them to the OSTFP. Duquesne University is one of eight (8) Teacher Preparation programs in the area, so placements tend to be highly competitive. Résumés are sent to prospective schools on behalf of teacher candidates and are reviewed by site liaisons, principals, and potential mentor teachers; résumés typically play a large role in the selection of teacher candidates by schools. As such, they should be of the highest quality and free of grammatical errors.

Center for Career Development

Coralyn McCauley
614 Duquesne Union
Pittsburgh, PA 15282
Email: mccaulec@duq.edu
Phone: 412-396-6644

6. Read the Student Teaching Handbook in its entirety, and sign and e-mail the “Student Acknowledgement” page of the Handbook to the Office of Student Teaching **by no later than February 28.**

7. Submit clearances to Ms. Cindy Cafaro at cafarol@duq.edu; **all clearance questions should be directed to Ms. Cafaro.**

Fall Semester – Updated clearances are due **by the third Friday in March.**

Spring Semester – Updated clearances are due **Fall Drop/Add (Final Registration) Deadline.**

Clearances must be current for the duration of the student teaching experience; students will not receive a student teaching placement until this requirement is met.

Students are responsible for retaining copies of their clearances. The Office of Student placement is **not** able to send clearances on behalf of students.

- Act 33 PA Child Abuse Clearance – <https://www.compass.state.pa.us/cwis/public/home>
- Act 34 PA Criminal History Clearance – <https://epatch.state.pa.us/>
- Act 114 Federal Fingerprint Clearance – www.pa.cogentid.com
- Negative Tb Result Clearance
- Act 126 Mandated Reporter Training – https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=91_1

****School districts reserve the right to ask for the completion of additional clearances during or after the student teaching placement process.****

8. Be officially registered for a credited course titled "Student Teaching." Credits will vary based on undergraduate or graduate status. Please see your Advisor for registration codes. ***No student is permitted to begin student teaching unless officially registered by the first day of student teaching. Students will NOT be provided with their placement details until they are registered for a student teaching course.*** Final and late registration dates will not apply for registration of student teaching if those dates are beyond the first day of scheduled student teaching.

Per the Undergraduate catalog, “Only when arrangements have been made to the satisfaction of the University for payment-in-full of all financial charges is a student permitted to attend and receive credit for classes” and “Students must be officially registered for classes in order to be considered bona fide students of Duquesne University. They are not permitted to attend classes, reside on campus, engage in student affairs, or, generally, have access to the buildings and grounds or use the University's facilities unless registration has taken place and arrangements to meet financial obligations have been made.”

” (“Registration and Enrollment” – 2019-2020 University Catalog).

9. Successfully complete Sophomore Gateway requirements.

Policies, Procedures, and Recommendations

1. Students are HIGHLY ENCOURAGED to ensure that all social media accounts have privacy settings activated that make it impossible for the general public to access their content without permission. Additionally, any content that a teacher candidate would not want their employers to see should be DELETED, regardless of the privacy setting of their social media account. If necessary, teacher candidates may need to look into purchasing software to erase their digital footprint to prevent their old posts from interfering with their student teaching prospects and career goals. Schools tend to do internet searches on teacher candidates after they receive a student teaching request from the OSTFP, and they reserve the right to decline the placement based on their findings.

Teacher candidates are REQUIRED to notify the Director of Teacher Education, Dr. Melissa Boston, and the Director of Student Teaching and Field Placement, Mrs. Cindy Laspina, in the event of any circumstances that change the status of their clearances. Depending on the offense listed on the clearance, per the Pennsylvania Department of Education, student teachers may not be eligible to student teach.

Schools and school districts reserve the right to ask teacher candidates for additional information in regard to any offenses that may appear on their clearances, although a teacher candidate can opt to request a different school/district if they are not comfortable with sharing additional details. The OSTFP cannot guarantee a placement for teacher candidates with offenses on their clearances.

2. Under no circumstances are teacher candidates permitted to contact schools directly to inquire about or secure a student teaching placement. All placement requests must be sent to schools by the Office of Student Teaching.
3. Teacher candidates need to be aware of the complexity of the placement process and that although specific school/mentor teacher requests are considered, they cannot be guaranteed.
4. Teacher candidates are NOT permitted to decline a placement.
5. PreK-4 Teacher Candidates: split placements will occur if the teacher candidate is placed in a kindergarten classroom. This means that the teacher candidate will spend half of their student teaching experience in the kindergarten classroom and the other half in a first through fourth grade classroom.

Committee on Student Standing (CSS)

There are several instances where students may be required to submit a petition to the Committee on Student Standing for approval, such as if the teacher candidate:

1. Fails to meet application deadlines. – Please be aware that even if the teacher candidate is approved by CSS in this situation, depending on the point of time in the semester, the OSTFP may not be able to secure a placement for the teacher candidate.
2. Needs to take an additional course concurrent with student teaching.
 - For undergraduate students, courses indicated on the program sheet that are taken during student teaching are permitted. No other courses may be taken during student teaching. For graduate students, one course may be taken upon approval of the Graduate School Faculty Advisor and/or the Committee on Student Standing. All methods courses must be completed prior to student teaching.
3. Has an I-grade to be resolved in the semester of student teaching.
4. Is requesting any other exception to policy.
5. Is a teacher candidate in a Graduate Education program who holds a full-time teaching position through emergency certification or employment in a school (e.g., private, parochial, charter, public, etc.) and would like to complete their student teaching experience at their place of employment. CSS will only consider the request if all the following conditions can be satisfied:
 - The teacher candidate has at least one semester of experience in current position.

- The teacher candidate has received at least a level of *proficient or satisfactory* on an evaluation from the school administration within the last twelve months;
- the school approves the use of the teaching position as the student teaching placement; and
- The school provides a mentor teacher who meets the established criteria to performs the duties of a mentor teacher.

The petition to the CSS must be submitted using the CSS form on DORI. The candidate will need to address any extenuating circumstances that resulted in the need to submit the petition. UG and GR advisors can help candidates complete the petition.

ROLE OF THE OFFICE OF STUDENT TEACHING

The Office of Student Teaching, under the direction of the Director of Student Teaching and the Director of Teacher Education, has the responsibility of serving as the liaison between the various teacher education programs in the School of Education and school districts. The Office of Student Teaching:

- notifies teacher candidates the last week of April for fall placements and the first week of December for spring placements (this is subject to change should extenuating circumstances arise);
- implements all approved standards and policies governing student teaching;
- accepts applications from students who wish to register for student teaching and verifies that applicants meet eligibility requirements to student teach;
- arranges for placement of qualified teacher candidates for student teaching;
- creates and revises forms and materials necessary for evaluation and administration of the program;
- prepares and conducts seminars/workshops which assist teacher candidates for their pre-professional and professional careers;
- sends résumés to schools in the interest of securing student teaching experiences;
- Contacts teacher candidates if a school/district is requiring additional information from the teacher candidate prior to finalizing the placement.

Site Selection

Due to the high volume of students and districts that the Office of Student Teaching works with, as well as the understanding that there are several local teacher education institutions, **placements cannot be declined by students. Additionally, although the Office of Student Teaching strives to accommodate all placement requests, requests for specifics school districts, schools, and mentor teachers CANNOT be guaranteed.**

Potential Conflicts of Interest

- To avoid conflicts of interest, teacher candidates will not be assigned to a school where they attended as a student, where a relative is an employee of the school, where a relative is a member of the school board, or where a child or sibling is a student in the school.
- To avoid conflicts of interest, undergraduate teacher candidates are not permitted to accept or maintain building substitute or part-time substitute positions during their student

teaching experience at any school, even if the teacher candidate is not subbing at the school in which they are placed.

Student Teaching Outside of the Duquesne University Area

Under **extremely** exceptional circumstances, students may be permitted to complete their student teaching experience outside of the Duquesne University supervision area, within the state of Pennsylvania. In this situation, the student must contact the Director of Student Teaching within the first month of the semester prior to the student teaching semester to describe the perceived need to teach beyond the Pittsburgh area (NO TEACHER CANDIDATES ARE PERMITTED TO STUDENT TEACH IN A STATE OTHER THAN PENNSYLVANIA).

Working While Student Teaching

Since the student teaching experience is comparable to a full-time job, it is recommended that students avoid working on weekdays, or engaging in activities involving significant time requirements while student teaching.

STUDENT TEACHING DURATION

Student teaching should closely approximate a full-time working experience of 15 weeks in the fall semester and 16 weeks in the spring semester. A full-time working experience of 35 hours per week should yield an hour total of approximately 525 hours.

STUDENT TEACHING ABROAD

In keeping with Duquesne University's mission and the School of Education's vision to develop leading teachers for service in the world's schools, students have the opportunity to complete an abroad student teaching experience after student teaching in the Pittsburgh area.

Candidates must apply to student teach abroad through the Office of Student Teaching. Since this requires a time frame beyond a 15-week semester, an Incomplete ("IP") grade will be submitted to the Registrar for abroad student teachers. Upon successful completion of the total experience, the In Progress grade will be changed to a passing grade (P) and submitted to the Registrar. Student teaching takes place during the Fall and Spring semesters only.

Each January/February, a meeting is held for interested, prospective teacher candidates to learn about the possible international locations, passport and visa requirements, and other pertinent information. International placements are not guaranteed and are based on various criteria, including but not limited to, availability of host schools, and academic performance, and quality of the comprehensive abroad application materials students are required to submit. Students are required to be registered for both their local and abroad student teaching placements prior to traveling to the host country.

Since abroad teacher candidates begin their overseas placements upon completion of their local placements, they will not be present for graduation. Also, since all evaluations and documents

must be received by the OSTFP before grades can be finalized, the certification process will be delayed.

ATTENDANCE

1. Duquesne University teacher candidates will follow the schedule of a full-time teacher. Teacher candidates are expected to be in their classrooms every day at the designated times stipulated by the school or district. Teacher candidates are expected to remain at their assigned school for the duration of the school day. Teacher candidates are also expected to keep the same hours as the regular teachers and attend seminars, school staff meetings and in-service meetings with the regular faculty. Variations in schedules must be approved by the Director of Student Teaching.
 - a. ALL OF THE STIPULATIONS ABOVE REMAIN TRUE SHOULD THE TEACHER CANDIDATE'S SCHOOL MOVE TO A VIRUTAL/REMOTE/HYBRID LEARNING FORMAT.
2. Attendance is mandatory. **Unexcused Absences** may result in a failing grade.
 - a. Excused absences will be considered on a case-by-case basis. The Director of Student Teaching will review all missed times to determine if make-up days are required. If an emergency makes it necessary for the teacher candidate to be absent from the student teaching assignment, an e-mail should be sent by the teacher candidate to the mentor teacher, university supervisor, and the Director of Student Teaching as soon as possible. Additionally, the teacher candidate should call or text (if possible) the mentor teacher. If the mentor teacher cannot be reached, the teacher candidate must call the school office and leave a message with the secretary or the principal.
3. Attendance at Student Teacher Workshops and Seminars is **mandatory** for all teacher candidates. Spring teacher candidates are also highly encouraged to attend the PERC job fair. Required meetings and job fairs endorsed by Duquesne University are considered excused absences. Requests to attend out-of-state job fairs or interviews must be made in writing to the Director of Student Teaching who will make the decision to approve or deny the request. If approved, these days may need to be made up. Documentation must be provided regarding the location, dates, and times of the job fair and/or interview.

ROLE OF THE MENTOR TEACHER

The mentor teacher is a classroom teacher in a public or private school, assigned to the daily supervision of the teacher candidate. Specific Pennsylvania Department of Education requirements for mentor teachers include:

- at least three years of certified teaching experience; one of which is in the district where the teacher candidate is assigned;
- certification in the content area being sought by the teacher candidate.

The mentor teacher is one of the most critical roles in the teacher education process. By assuming the responsibility of guiding a teacher candidate, the mentor teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher.

The mentor teacher undertakes very definite responsibilities in a program for educating teacher candidates. Essentially, the mentor teacher is responsible for showing the teacher candidate how to put into practice the principles of teaching that have been learned at the University. The mentor teacher inducts the teacher candidate into the practical work of teaching in such a manner as to maximize the effectiveness of a beginning teacher.

In some cases, a teacher candidate may have more than one mentor teacher, and during any one semester, a mentor teacher may have more than one teacher candidate. Mentor teachers must be recommended by their principal.

Evaluation of Mentor Teachers

At the end of the semester, the teacher candidate and university supervisor will have an opportunity to evaluate each mentor teacher with whom they worked during the semester using an online web survey. Survey(s) will be sent via e-mail. The data collected from these evaluations will be used to assist in improving the student teaching program.

THE ROLE OF THE UNIVERSITY SUPERVISOR

University Supervisor: The individual assigned by Duquesne University to serve as the liaison between the Director of Student Teaching, the mentor teacher, and the teacher candidate. In some cases, a teacher candidate may have more than one university supervisor. In most cases, a university supervisor will be responsible for the supervision of more than one teacher candidate.

The principal responsibilities of the university supervisor are to

- assist the teacher candidate in developing teaching competency;
- determine the assistance needed and then use knowledge, skill, and resources to help the teacher candidate;
- serve as the liaison between the teacher candidate, Office of Student Teaching, and mentor teacher;
- visit the teacher candidate on site at least six (6) times;
- observe teacher candidates formally using the ST5 document **at least two (2) times**;
- provide constructive criticism through positive comments and, when applicable, suggestions for improvement.

Evaluation of University Supervisors

At the end of the experience, the teacher candidate and mentor teacher will have an opportunity to evaluate each university supervisor with whom they worked during the semester utilizing a web survey. Surveys will be sent via e-mail. The data collected from these evaluations will be used to assist in improving the student teaching program. The name of the evaluator of each form will be kept confidential.

SUGGESTIONS FOR TEACHER CANDIDATES

Successful experiences in student teaching will depend largely on the ability to adapt to a new situation and to develop good working relationships with the mentor teacher, university supervisor, Office of Student Teaching, and professional peers. Teacher candidates will find that other teachers will treat them as professionals and not as students. A positive attitude toward students, faculty, and staff is critical to success in student teaching. A cooperative spirit, courtesy, professional demeanor and work ethic are necessary for productive relationships. Student teaching experiences will be measured by behavior outside of the classroom as well as in the classroom. For this reason, suggestions are provided to help during student teaching.

- Secure directions in advance to the school or agency in which you are placed.
- Allow for travel time each day to arrive at your school/agency on time. You are expected to be punctual.
- Ask about appropriate or designated parking areas. Parking spaces at many schools/agencies are limited.
- Learn the proper procedure for duplicating and/or reproducing materials.
- Become familiar with the physical facilities of your school.
- Learn the names of the faculty and staff as soon as possible.
- Keep a list of questions as situations occur so that you can discuss them with the mentor teacher and university supervisor.
- Maintain a positive attitude and productive professional behavior.

OPERATIONAL GUIDELINES FOR TEACHER CANDIDATES

Teacher candidates must follow the academic calendar of their host school, not Duquesne University's calendar. For example, if Duquesne University is on break, but the host school is in session, teacher candidates must report to their host school.

1. Teacher candidates have been exposed to many ideas about teaching and curriculum during their pre-student teaching course work at the University. The teacher candidate should be allowed, within the bounds of reason, to experiment with different teaching methodologies in order to find a teaching style that is most successful.
2. All parties concerned with student teaching should remember that this course is a learning experience for the teacher candidate.
3. Teacher candidates are required to prepare and submit **lesson plans** to the mentor teacher at least 48 hours prior to lesson implementation. All lesson plans must include Objectives, Standards, Materials, Procedure, and Assessment. Adaptations for students with special needs should be included, if necessary. A self-evaluation piece should be written after the lesson has been taught by the teacher candidate and attached to the lesson plan.
4. Teacher candidates must become familiar with policies, regulations, and procedures required at the assigned school as soon as possible. The mentor teacher should provide a district or school policy manual for study.
5. Teacher candidates, though students by University standards, are in most cases regarded as members of the faculty at their assigned school/agency. Teacher candidates are expected to maintain standards of dress and appearance that conform to the established policies of their

school. Implied in this statement are the qualities of good posture, dignity, and professional appearance. This includes length and style of hair, beards and moustaches, visible tattoos and piercings, style of dress, and other matters of appearance and personal hygiene. The teacher candidate should observe other teachers and ask the mentor teacher and/or principal for guidance.

6. Student teaching at Duquesne University is a full-time experience. Teacher candidates are expected to be in their classrooms every day at the designated times stipulated by the school or district. Teacher candidates are expected to keep the same hours as the regular teachers and attend seminars, school staff meetings and in-service meetings with the regular faculty. Variations in schedules must be approved by the Director of Student Teaching and in consultation with the university supervisor and the mentor teacher.
7. Teacher candidates should remain alert to any hazards which may affect students during instructional activities. Safety instruction should be a vital part of planning any student activity. Physical education, industrial arts, laboratory activities, and playgrounds require special attention. **Any school activity must be properly supervised, and students appropriately cautioned about hazards.**
8. Although schools have limited budgets for materials, librarians, and media specialists, they generally support material usage for the classroom. The teacher candidate should meet with school personnel to learn the policies for securing materials. **The teacher candidate is responsible for learning correct procedures for checking out materials and returning them to their proper place. Failure to properly return materials will result in an incomplete grade for student teaching.**
9. Teacher candidates should refrain from giving individual gifts to the students. If the mentor teacher, however, plans to give gifts to the class, the teacher candidate may share in the expense, if desired, and be a part of this kind of giving.
10. If a teacher candidate needs to contact [ChildLine](#) during their student teaching experience to report an incident, they MUST contact OSTFP to make them aware that a report has been filed and provide proof, such as confirmation from a school official. The teacher candidate should work with their mentor teacher to submit the report and ensure the school's principal is made aware that a report has been filed.

STUDENT TEACHING PROGRESSION

First Day

1. The mentor teacher should involve the teacher candidate in observing:
 - a. how students are called into a group;
 - b. how students are dismissed from a group;
 - c. verbal and non-verbal signals the teacher uses;
 - d. how students get ready for lunch, go outside, go to the library, etc.;
 - e. how class routines are established.
2. The mentor teacher should provide the opportunity for interacting with the students by:
 - a. working with large groups;
 - b. working with small groups;
 - c. helping individual students with seatwork, classroom assignments, projects, etc.

First Week

During the first week of the student teaching experience, the mentor teacher should afford the opportunity for the teacher candidate to:

1. Learn the students' names by:
 - a. writing brief observations of each student when applicable or having access to class roster(s);
 - b. observing any special needs of the students;
 - c. establishing individual relationships with the students;
2. Become familiar with management tasks by:
 - a. taking responsibility for daily attendance, lunch count, lunch and/or milk monies;
 - b. learning the procedures for transition of groups and activities.
3. Become familiar with grading procedures by:
 - a. discussing which criteria are emphasized;
 - b. discussing the report card used by the school system;
 - c. learning the methods used for determining grades and for keeping records.
4. Engage in directed observation by:
 - a. observing how a lesson is introduced, how a group is called together and dismissed, how new material is introduced;
 - b. reviewing manuals and learning the procedures for using them.
 - c. observing how teachers in the school other than the mentor teacher engage in classroom instruction, management, etc.
 - i. Teacher candidates are required to complete a total of three (3) ST23 observations in Via within the first three weeks of the student teaching experience.
5. Review the mentor teacher's presentation by:
 - a. following the teacher's written lesson plan;
 - b. discussing the outcome of the lesson.
6. Study classroom management techniques by:
 - a. noting management strategies that work with each class;
 - b. establishing authority with the students.
7. Participate in the teaching process by:
 - a. teaching a lesson to the entire group;
 - b. teaching a small group activity planned by the Mentor teacher;
 - c. working with individual students who are having difficulties;
 - d. assuming more classroom responsibilities, depending upon the readiness of the teacher candidate; some need more time to gain confidence.
 - e. review IEP information (If applicable or permissible).
8. Plan for teaching a unit by:
 - a. selecting a topic from several provided by the mentor teacher;
 - b. determining deadlines for teaching a unit.
9. Provide new teaching materials by:
 - a. incorporating technology-based activities to supplement instruction;
 - b. creating a classroom aid or bulletin board;

Second Week

During the second week, the teacher candidate should begin to assume a more active role in instruction and decision-making. The Mentor teacher should afford the opportunity for the teacher candidate to:

1. Increase responsibility for instruction by:
 - a. co-planning instruction with mentor teacher;
 - b. evaluating the mentor teacher's plans and actual teaching to see why certain activities were carried out or were changed;
 - c. differentiating among types of questions asked by the mentor teacher and understanding why different types of questions are used;
 - d. listening carefully to students' thinking and responding appropriately.
2. Assume specific academic responsibility by:
 - a. accumulating unit materials from the resource center;
 - b. taking responsibility for one group activity such as teaching a reading group or a specific class;
 - c. taking responsibility for planning and presenting a classroom demonstration or lab experiment;
 - d. leading a group discussion.
3. Assume the role of the teacher by:
 - a. making decisions based on the mentor teacher's rules and policies;
 - b. being aware of the effect of the mentor teacher's verbal and nonverbal behavior;
 - c. solving discipline problems consistent with policies acceptable to the mentor teacher and those more formal policies of the school and school district.

Third Week and Beyond

As maturity and confidence increase, the teacher candidate should be given additional responsibilities in instruction and decision-making until they are able to assume full-time teaching. According to PDE, teacher candidates must assume responsibility for full time teaching for approximately half of the student teaching experience. The teacher candidate should be given ample feedback from the mentor teacher throughout the student teaching experience.

STUDENT TEACHING REQUIRED COMPONENTS

Via

Via by Watermark E-portfolio system is an important professional tool that will be used throughout the duration of your program and beyond as you showcase your work with prospective employers. This resource is **required** by the School of Education and will be used across multiple courses through your semester of graduation and into the early stages of your professional career. For your student teaching experience, you will create your working and showcase portfolio in Via as well as log hours and review evaluations that are completed by your mentor teacher. For questions and assistance with the Via E-portfolio, please call the support line at 800-311-5656.

Portfolio – Completed on Via

For evaluative, organizational, and planning purposes, teacher candidates will keep an E-portfolio that documents their impact on student learning during their student teaching experience. Complete directions for this significant demonstration of the development of knowledge, skills, and dispositions while student teaching can be found in Appendix C. The E-portfolio link must be distributed to your university supervisor by week 5 of the student teaching

experience. Your university supervisor is responsible for reviewing your E-portfolio upon each visit to the school (beginning week 5).

Teacher candidates will attend the Student Teacher Career Seminar, where they will be presented with information regarding the details of developing a portfolio. This seminar is scheduled at least one week prior to the fifth week, at which time teacher candidates begin to work on their portfolios.

Observations (ST 23) – Completed on Via

Within the first 2-3 weeks of the student teaching experience, the teacher candidate should observe in other classrooms, at other grade levels, in contrasting situations, etc. Arrangements for these observations should be made by the mentor teacher and approved by the university supervisor and school principal, if necessary. For 15 and 16 week placements, three observations are required; for study abroad, at least one international observation and two local observations are required.

Lesson Plans

Lesson plans are required for every lesson taught throughout the semester and must be submitted by the teacher candidate **at least 48 hours prior** to the presentation of the lesson. This will give the mentor teacher an opportunity to review the plan and to make suggestions or revisions, if necessary.

Daily Lesson Plans: The policy and format governing daily lesson plans will be a joint decision of the Mentor teacher and the university supervisor. The minimum necessary components of daily lesson plans are as follows:

1. **Specific Objectives.** The objectives of the lesson should be clearly stated and measurable so that the projected outcome is easily identifiable and understood by the teacher candidate, mentor teacher, and students.
2. **Procedure.** The procedure should be specifically described so that the Mentor teacher and/or university supervisor are aware of **how** the teacher candidate intends to accomplish the stated objectives.
3. **Materials.** The materials necessary for achieving the objectives of the lesson should be listed on each plan. This aids the Mentor teacher/university supervisor in the evaluation of the plan and facilitates daily preparation for each lesson.
4. **Student Assessment.** The means used to evaluate student learning should be identified. How will the teacher candidate know that the objectives of the lesson were accomplished?
5. **Self-Evaluation.** The habit of reflection and self-evaluation should be developed. Critical self-evaluation leads one to develop skills in examining strengths and weaknesses to foster self-improvement. This should be done following the lesson and attached to the lesson plan.

Questions such as these may be posed to promote reflection on a lesson:

- What went well during the lesson?
- Did the students meet the objectives of the lesson?
 - If so, what did students do that let me know they had met the objectives?
 - If not, what would I do differently if I taught the lesson again?
- What can I do next to help students understand the concept of the lesson?
- Why did _____ occur during the lesson?
- Why was _____ not accomplished?
- Did the students respond to _____ as I anticipated? Why or why not?

6. **Identification of Standards.** School districts have different requirements for the preparation and submission of lesson plans. The Pennsylvania Department of Education recommends that every teacher candidate aligns the plans with the Pennsylvania Academic Content Standards. The Pennsylvania Academic Content Standards can be found at: <http://www.pde.state.pa.us> or www.pdesas.org. Similarly, professional organizations have developed standards for their respective content areas. The PA and/or professional organization standards must be integrated into lesson plans.

Lesson Plans for Formal Observations and the Showcase Portfolio: Lesson plans for any formal observations by the mentor teacher or university supervisor and all lesson plans used in the Showcase Portfolio must follow a format approved by a Duquesne School of Education professor in the teacher candidate's program or content area; these lesson plans are available to teacher candidates in Via. Lesson plans for formal observations must be submitted to the Mentor teacher or university supervisor according to the time schedule set by the Mentor teacher or university supervisor, and no less than **48 hours before** the teacher candidate is to be observed teaching the lesson.

Student Teaching Daily Report of Hours – Logged on Via

The Student Teaching Daily Report of Hours is designed to help the teacher candidate monitor hours spent on various activities and reflect upon the quality of engaged time. The report should be completed by the teacher candidate **DAILY** in Via. Each entry must be approved by the teacher candidate's mentor teacher in Via.

Teacher candidates are *required* to complete a 15-week (fall) or 16-week (spring) student teaching experience and a suggested target of 525 hours. Students who become involved in extracurricular activities will have more total hours recorded due to more hours spent in other categories of activities.

The following are several categories for the teacher candidate to designate hours on Via. Teacher candidates commit different amounts of time to different activities during the student teaching experience, so this log is designed to help all parties recognize how time is being used:

- Teaching (classroom, large or small group instruction, tutoring)
- Observation
- Science lab preparation
- Out of class activities (field trips, extracurricular activities)
- Preparation hours (in-school ONLY)
- Professional Development (parent/teacher conferences, faculty/team meetings, workshops, seminars, DU job fairs)

- Lunch, recess, or hall duty
- Conference with mentor teacher
- Conference with university supervisor
- Other

Weekly E-Reports

At the conclusion of each week, students are required to submit an electronic report as a Word attachment to their university supervisor via e-mail. The university supervisor designates a due date for the E-Reports. Each entry should be approximately one page in length. The E-Reports will be read and responded to by the university supervisor in a timely manner. This evidence of growth is necessary for the students to stay on task, refine their strategies, and maintain a professional relationship with the school community. The university supervisor reserves the right to ask for specific information from the teacher candidate each week.

The report should address, but is not limited to the following questions:

- What additional feedback would I have liked to receive from my mentor teacher that could help me improve as a Leading Teacher?
- Was sufficient time allotted for conferencing with my mentor teacher following the lessons?
- Does the mentor teacher encourage creativity in lesson planning?
- In what areas do I think I need the most improvement and can this be discussed during your next visit?

Student Teaching Seminars

During the student teaching experience, teacher candidates are required to participate in Student Teaching Workshops and Seminars. The purpose of these mandatory Duquesne seminars is to synthesize the domains and competencies inherent in the Leading Teacher Program, address trends and issues in education, discuss procedures for writing resumes and applying for teaching positions, etc. Students assigned to a site with the Pittsburgh School District are also required to attend workshops developed by the School District University Collaborative (SDUC). Information concerning dates and times of seminars will be distributed by the Office of Student Teaching and the Site Liaisons at the Pittsburgh Schools.

The Leading Teacher Program Exit Survey

Teacher candidates will complete an exit survey to provide feedback on their experiences while in the Leading Teacher Program (LTP). The results will be used to improve the effectiveness of the Leading Teacher Program and for annual accreditation reports. The results of the survey are confidential given that the names of candidates are not associated with the survey responses. The completion of this survey is a part of the candidate's exit assessment from the LTP and is a requirement for graduation.

EVALUATION OF TEACHER CANDIDATES

Evaluation Forms

There are several forms designed to evaluate the competencies of the teacher candidate. The deadlines for evaluations can be found on the student teaching calendar, which is available in the Via system. The mentor teacher and the university supervisor should be as open and candid as

possible in their evaluations of the teacher candidate. The teacher candidate should be fully aware of the assessment of their performance at all times.

Each semester, the Office of Student Teaching distributes a calendar which identifies a due date for midterm and final paperwork. **The university supervisor and the mentor teacher should share their respective evaluations with one another and share them with the teacher candidate.** These evaluations should be a joint effort between the university supervisor and the mentor teacher.

The Student Teacher Observation Record (ST5): Mentor teachers complete five (5) ST5s in Via and university supervisors complete two (2) ST5s in EllyDUQ.

Cumulative performance data from observations on the Student Teacher Observation Record (ST5) are recorded on the Student Teacher Midterm Evaluation (ST6) and the Student Teacher Final Evaluation (ST7), which are to be completed by the mentor teacher in Via.

The university supervisor will complete one PDE 430 Midterm and one PDE 430 Final evaluation in EllyDUQ. The PDE 430 Midterm is formative and the PDE 430 Final is summative. The four categories are Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. The ratings for each category are Exemplary, Superior, Satisfactory, and Unsatisfactory. An overall score of “unsatisfactory” or “satisfactory” on the PDE 430 Midterm will necessitate the development of a Professional Growth Plan. To pass the student teaching experience, the teacher candidate must achieve a rating of at least “Satisfactory” **in each of the competency areas of the final PDE 430.**

Conferences

Conferences provide opportunities for the teacher candidate, the mentor teacher, and the university supervisor to work together and collaborate as professionals. When possible, it is recommended that 3-way conferences occur as a means to provide maximum support to the teacher candidate. Conferences provide an opportunity to discuss matters that can help the teacher candidate to acquire strategies for remediation, improvement, or maintenance of teaching behaviors. The most appropriate time for a conference is immediately following the observation of a lesson, as a delayed conference session could allow the teacher candidate to continue to practice an ineffective skill or technique. If it is not convenient to hold a conference immediately following an observation, one should be planned as soon as possible

The mentor teacher should schedule a weekly conference with the teacher candidate. This conference is in addition to the short, informal discussions that occur during the normal school day.

Each situation is unique, but the following topics are common to most conferences:

- review and debrief of the mentor teacher and teacher candidate’s lessons
- plans for effective observation and data gathering
- classroom management
- plans for evaluating student progress
- plans for instruction (lesson plans, units, field trips, demonstrations)
- self-evaluation by the teacher candidate

Grades

Policy:

Only four grades are possible in student teaching: Pass, Not Pass, Withdrawal, or In Progress.

- To receive a Pass grade, the teacher candidate must achieve a rating of at least “Satisfactory” **in each of the competency areas of the final PDE 430.**
- A Not Pass is equivalent to a failing grade. If the teacher candidate fails student teaching, they assume all costs of completing a non-certified education degree.
- In the event that a teacher candidate receives an “IP” grade due to extenuating circumstances, the placement may be extended.
- If it becomes necessary to withdraw from student teaching, the teacher candidate must provide a written explanation to the Director of Student Teaching. The student is expected to follow standard University procedures and adhere to the published deadline dates in withdrawing from student teaching and/or the University. If the teacher candidate is issued a “W” and needs to complete the experience in another semester, the teacher candidate must bear all tuition costs and university fees for the repeated student teaching course; no partial credit can be earned for the student teaching course.

Professional Growth Plans and Action Plans

Professional Growth Plans

PDE 430 Midterm evaluations should represent the assessment of the teacher candidate's performance by the university supervisor and mentor teacher at this juncture. Exemplary or Superior performance should be recognized and reinforced. If, however, the student's performance is considered satisfactory or unsatisfactory, this will be communicated to the teacher candidate clearly at the midterm point in the form of a Professional Growth Plan to allow for the teacher candidate to improve their competencies prior to the midterm point.

Overall satisfactory or unsatisfactory ratings on the PDE 430 Midterm, require a written Professional Growth Plan in order to help students develop their practice.

Action Plans

If a concern about the teacher candidate's dispositions and/or performance is voiced by the mentor teacher at any point during the student teaching experience, this will be communicated clearly and as soon as possible.

Step One: If, no later than midpoint of the placement, the performance of a teacher candidate is evaluated by the Mentor teacher and/or the university supervisor as unsatisfactory, and if the prognosis for future satisfactory performance is questionable, the university supervisor must inform the Director of Student Teaching. A conference may be scheduled to include, but not

limited to the teacher candidate, the Mentor teacher, the university supervisor, the Director of Teacher Education, and if necessary, the school principal.

Step Two: The university supervisor and/or mentor teacher, in consultation with the Director of Student Teaching, will create an improvement plan with action steps, dates of completion, and expected outcomes. If the problem is content related, a content expert may be involved in the creation of the plan; if the problem involves pedagogy, dispositions, or other related issues, the faculty advisor may be involved in the discussions and/or the plans. All plans must be approved by the Director of Teacher Education.

There are two possible outcomes in Step Two:

- Outcome 1: If the teacher candidate follows the plan and their performance improves, they may continue with the assignment.
- Outcome 2: If the teacher candidate does not improve, additional steps may be necessary and decisions will be made dependent on the nature of the problem, including failing or removal from the student teaching placement.
 - Decision A: Based on documented evidence, an additional support plan may be created with actions steps, dates for completion, and expected outcomes.
 - Decision B: If the teacher candidate is permitted to continue student teaching at another time and/or location, the Director of Student Teaching will assign an IP (In Progress) grade and extend the student teaching assignment in the same semester, if possible, or within the next two subsequent academic semesters.
 - Decision C: After considering all factors, the Director of Teacher Education, Director of Student Teaching, University Supervisor, and/or the Program Director will meet to make a final decision. A meeting will take place with the student to explain the reason for the termination of student teaching and instructions will be provided on how to withdraw from the course. The Complete Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further student teaching placements by Duquesne University School of Education.

All teacher candidates must adhere to the *Pennsylvania Department of Education Code of Conduct* (Appendix B). Any teacher candidate, whose behavior is considered unprofessional by the mentor teacher, university supervisor, or principal, may be removed immediately from the assignment by the Director of Student Teaching, Director of Teacher Education, or by school district administrators. Meetings with the student and appropriate parties will be conducted and decisions will be made with regard to the academic future of the student.

DISMISSAL FROM STUDENT TEACHING

Policy:

When a teacher candidate is dismissed from a placement for unprofessional behavior or asked to leave by the school district (for any reason), the School of Education is not obligated to give the student a second placement to complete the student teaching experience. When asked to leave by the school district for any reason, the student teaching placement ends immediately.

Procedure:

The teacher candidate can petition the Committee on Student Standing to request another opportunity to complete student teaching. Each case will be considered individually. CSS will consider input from the student's Advisor, Program Director, faculty members, supervisor and an interview with the student regarding the circumstances surrounding the dismissal. Any costs associated with repeating a student teaching placement are the responsibility of the teacher candidate.

Student Teaching is a Duquesne University course. In the final analysis, School of Education personnel are legally responsible for the grade a teacher candidate receives and for the subsequent recommendation for teacher certification. The mentor teacher's grade recommendation will be extremely influential and, in most cases, the mentor teacher and university supervisor will agree on the overall evaluation. In cases where the university supervisor and mentor teacher disagree on the final rating, every attempt should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the mentor teacher, the university supervisor, and the Director of Student Teaching. Hopefully, a consensus can be reached. Note again, however, that the final grade is the legal responsibility of the University, namely, the Director of Student Teaching.

REGISTRATION FOR GRADUATION (THE DEGREE)

Graduation

To register for graduation, students must complete a Degree Application for the semester in which they intend to graduate. Applications can be found on-line. Degree applications must be on file with the Registrar by the date published on the University Academic Calendar. The registrar's website for both applications and deadlines can be found at:
<http://www.duq.edu/registrar/>

APPLICATION FOR CERTIFICATION

Professional Testing

All candidates will be required to obtain a qualifying score on the PRAXIS Fundamental Subjects: Content Knowledge (5511) and the specialty area certification tests required for the certification area. The exams are not required in order to student teach, but for teacher certification.

Certification

Applications for certification should be made upon completion of all program requirements. Program completion requirements for Duquesne University School of Education are:

- submission of the final evaluation forms from the mentor teacher and the university supervisor;
- a Satisfactory or above rating on the summative PDE 430 form;
- passing scores on all required professional tests;
- satisfactory participation at the Exit Interview in the School of Education;
- a final grade for student teaching submitted to the Registrar.

A fee of \$200.00 (as of January 2021) is required by the Pennsylvania Department of Education, with a check or money order payable to PDE.

All certification applications will be submitted through the on-line PDE application system called TIMS (Teacher Information Management System).

- Access TIMS through Internet Explorer or Firefox - Chrome and Safari users experience payment problems.
- First time applicants must register on the PDE website. You will not be able to apply in TIMS until 24 hours after you register on the PDE website.
- Do not use your Duquesne email when creating your TIMS account.
- Refer to both: TIMS Application Instructions and PowerPoint Tutorial.
- Please select Duquesne as your "Educator Preparation Program" and assign your application to Dr. Melissa Boston for review. Also, select "yes" to the 2 questions that ask for Duquesne to have permission to view your application.
- You do not need to fill out the work experience section unless you are applying for an Administrative, Supervisory, or Letter of Eligibility certification.
- The School of Education will review your TIMS application, and then submit it to the Pennsylvania Department of Education.
- Undergraduate Applicants: If you passed PDE's Basic Skills Tests via your SAT or ACT scores, the School of Education will enter your test scores on your TIMS application, after your application is submitted.
- Track the progress of your application on your TIMS dashboard--as per PDE, please allow at least 7-9 weeks for certification approval.
- Print your certificate from your TIMS dashboard, once it has been approved by PDE.
- Placeholder Letter Request Form - can be issued after graduation, which means you completed the requirements for certification and after your TIMS application is submitted to PDE by our certification officer.
- If you have any questions, please call 412.396.6093

Further information about certification applications will be discussed at the Student Teacher Career Seminar, which is held each semester during student teaching.

SUBSTITUTE TEACHING WHILE ENROLLED AS AN UNDERGRADUATE IN THE LEADING TEACHER PROGRAM

Preface

In the interest of best serving the needs of Duquesne teacher candidates, it is important to avoid any potential conflict in the responsibilities candidates have when placed in schools. Teacher candidates are expected to focus on learning and practicing their developing teaching skills.

Teacher candidates are not expected to take on full responsibilities for teaching until their programs are completed.

Policy: Substitute teaching while enrolled as an Undergraduate in the Leading Teacher Program

Teacher candidates are not permitted to be employed as a substitute teacher while Duquesne University classes are in session (from the day classes begin until the last day of the term, fall or spring, as indicated by the university's academic calendar, including days off on the university calendar such as breaks, holy days, and holidays). In addition, students placed in a school for field experience or student teaching experience may not serve as substitute teachers during their placements.

The only time an undergraduate teacher candidate is permitted to substitute teach is **after the last official day of their student teaching experience**. Teacher candidates who decide to substitute teach after their last day of student teaching are acting on their own accord and as an employee of the school/school district in which they are employed.

PREPARING FOR YOUR CAREER AFTER GRADUATION

Center for Career Development

The Center for Career Development is located on the 6th floor of the Duquesne Union. They have a dedicated Career Consultant for the School of Education.

Students should contact the Center for Career Development, for resume and cover letter reviews, job search assistance, Graduate school planning, on-campus recruiting events and more. Students are also encouraged to update their account on duq.joinhandshake.com to find and apply for jobs.

Duquesne University Graduate School of Education

Each student applying for graduate study must file an application for admission with Student and Academic Services, 213 Canevin Hall. An application form will be supplied by the Graduate Admissions and Advisement Office upon request. Application closing dates vary by program. Please contact Kelly McGinley at 412-396-1559 regarding the application process for Graduate School. Requirements for admission can also be found in the Graduate Handbook for the School of Education. A student will not be accepted for registration in graduate courses unless accepted for admission to the Graduate School of Education.

Student Teaching Introductory Letter Checklist

PLEASE WRITE **AT LEAST TWO DRAFTS** OF YOUR INTRODUCTORY LETTER. YOU ONLY GET ONCE CHANCE TO MAKE A GOOD FIRST IMPRESSION AND YOU ARE REPRESENTING THE DUQUESNE UNIVERSITY COMMUNITY.

The goal of your introductory letter is to help your mentor teacher learn more about you.

Your introductory e-mail should include (but is not limited to) the following:

- ☐ A professional salutation (e.g., Dear Mr./Ms./Mrs. _____)
- ☐ Your first and last name
- ☐ Where you are from
- ☐ Where you are in your Duquesne University studies/program
- ☐ What interests you about your school district/school (you may mention previous experiences with the school, conduct research on the institution, etc.)
- ☐ Any relevant credentials related to teaching
- ☐ Teaching goals for your student teaching experience

Optional topics:

- ☐ Your professional background/experience as it relates to teaching (e.g., teaching, tutoring, coaching, specific projects, etc.)
- ☐ Teaching interests
- ☐ Your personal teaching philosophy
- ☐ Your strengths, skills, and talents
- ☐ Longer term career plans
- ☐ Provide your cell phone number

APPENDIX A: THEMES AND DOMAINS of the LEADING TEACHER PROGRAM

Themes and Domains of the Leading Teacher Program

Themes

The learning experiences reflect the themes of leadership, diversity, and technology and are infused throughout the Leading Teacher Program.

Leadership: A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth.

Diversity: A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

Technology: A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Domains and Competencies

Domain I: Learning Theorist

Becoming a Learning Theorist - this domain emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

Learning Theorist Competencies

LT-1 A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.

LT-2 A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.

LT-3 A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.

Domain II: Curriculum Designer

Becoming a Curriculum Designer - this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

Curriculum Designer Competencies

CD-1 A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).

CD-2 A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.

CD-3 A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.

CD-4 A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

Domain III: Expert in School Context

Becoming an Expert in School Context - this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

School Context Competencies

SC-1 A leading teacher understands and demonstrates the knowledge of subject matter, students' needs, the community, and curriculum goals.

SC-2 A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well being for the total school community.

Domain IV: Master Practitioner

Becoming a Master Practitioner - this domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

Master Practitioner Competencies

MP-1 A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills

MP-2 A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development

MP-3 A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.

MP-4 A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.

MP-5 A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.

Domain V: Instructional Leader

Becoming an Instructional Leader - this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

Instructional Leader Competencies

IL-1 A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.

IL-2 A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.

IL-3 A leading teacher understands the concepts and processes of change agency and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community

APPENDIX B: PDE CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Authority

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

Source

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

§ 235.1. Mission.

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

§ 235.2. Introduction

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

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

§ 235.3. Purpose.

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

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's

valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

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

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

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

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

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

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

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

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

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

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

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

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

§ 235.5. Conduct.

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

§ 235.6. Legal obligations.

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

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

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

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

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

Cross References

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

§ 235.7. Certification.

The professional educator may not:

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

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

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

Cross References

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

§ 235.8. Civil rights.

The professional educator may not:

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

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

Cross References

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

§ 235.9. Improper personal or financial gain.

The professional educator may not:

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

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

Cross References

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

§ 235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Cross References

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

§ 235.11. Professional relationships.

The professional educator may not:

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

(2) Knowingly and intentionally distort evaluations of colleagues.

- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References

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

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This material has been drawn directly from the official Pennsylvania Code full text database. Due to the limitations of HTML or differences in display capabilities of different browsers, this version may differ slightly from the official printed version.

APPENDIX C: STUDENT TEACHING PORTFOLIO OVERVIEW

FULL PORTFOLIO GUIDELINES ARE AVAILABLE TO STUDENT TEACHERS ON THE VIA HOMEPAGE

1. Introduction

For evaluative, organizational and planning purposes, student teachers will develop a *working portfolio* of their student teaching experience. The working portfolio will contain sample lesson plans and artifacts (pictures, screen captures, student work, assessments) from your experiences in the classroom. Details about the working portfolio are provided in section 3.

From the working portfolio, you will select exemplary lessons and artifacts to include in your *Showcase ePortfolio* on Via. The Showcase ePortfolio focuses on providing evidence of the student teacher's effect on student learning. Reflections on the evidence of student learning will require you to synthesize the sources of your learning and growth that enabled you to impact the students in your classroom. You may also choose to include completed evaluations from your mentor teacher and University supervisor in your ePortfolio. Details about the Showcase ePortfolio are provided in Section 4.

Although you are free to create a physical portfolio if you choose, a physical portfolio will NOT be accepted at the end of your student teaching experience. You MUST submit your Showcase ePortfolio using Via.

2. The Categories Addressed within the Portfolio

Category 1: Planning and Preparation

- Knowledge of Learner Development & How to Use this Knowledge to Impart Instruction
- Plans for Instruction / Knowledge of Pedagogy
- Instructional goals show recognizable sequence with adaptations for individual student needs

Category 2: Classroom Environment

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students

Category 3: Instructional Delivery

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Use of strategies to engage students in learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning

Cross-cutting Themes:

- Technology (for at least one lesson plan, identify ways in which you've been able to incorporate and leverage technology to support student learning)
- Diversity (for at least one lesson plan, identify ways in which you have incorporated important considerations related to diversity and used those to inform and guide your instruction.)

3. Working Portfolio

The working portfolio consists of sample lesson plans, classroom artifacts, and assessments that you feel would be good candidates for your final Showcase ePortfolio. The working portfolio will be created and shared in Via.

When you begin to plan and teach lessons in your student teaching classroom, upload at least one sample lesson plan (and accompanying materials) to Via as part of your working portfolio each week. Keep in mind that the working portfolio should reflect your best work, as it will become the Showcase ePortfolio that is an important component of your final assessment of your growth as a leading teacher.

You and your mentor teacher and supervisor may also decide to use Via to share daily lesson plans. Note that the working portfolio is different from the collection of daily lesson plans, and should be a sample of your **best** lesson plans each week.

Please ensure that you make a link to your working portfolio available to both your mentor teacher and university supervisor early in your student teaching experience. The evidence contained in the working portfolio may be used as part of the conference between the mentor teacher and the student teacher. It can also be used for the same purpose with the university supervisor as evidence of your growth in the knowledge, skills, and dispositions required for teaching. You will note that on your supervisor ST5 form, your supervisor will ask to review your working portfolio during observational visits or virtual meetings).

4. Showcase ePortfolio

Your Showcase ePortfolio will contain at least three (3) exemplars of your best work, selected from the samples in your working portfolio. The showcase ePortfolio should demonstrate your ability to develop effective lesson plans, to maintain a classroom environment conducive to learning, to implement the lesson using appropriate pedagogical techniques, and to develop and implement appropriate assessment tools which gauge students' mastery of the content. Your Showcase ePortfolio will serve as evidence of your effect on student learning.

Reflections on the Evidence: For your Showcase ePortfolio, you will select three lessons and accompanying materials (that provide evidence of student learning) that exemplify your ability to meet the categories and areas of the Showcase Portfolio Evaluation Rubric. Please note the evidence must provide support for each of the bulleted subcomponents as well as ***discipline specific categories*** outlined your content specific program version of the rubric.

The evidence consists of the lesson plans and supporting materials you choose to include. The reflections are your opportunity to clearly link your selected lesson plans, the categories in the rubric, and your professional learning. In other words, how does the evidence demonstrate your strengths in the outlined categories and indicate areas for growth. Reflections should be written in Standard Edited American English (SEAE). To complete your portfolio, you will need to include one reflection for each of the eight categories and two theme elements listed above (10 in total).

5. Exit Interview

Toward the end of your student teaching experience, you will be required to participate in an exit interview with faculty from the School of Education. For the exit interview, you will be

paired with other teacher candidates from your content area and be asked to share your Showcase ePortfolio. Exit Interviews typically consist of 3-4 student teachers and 2-3 faculty members and last approximately one hour. Exit interviews typical occur during the last week of the semester.

6. Professional Components of your Portfolio

Additionally, you will prepare a version of your portfolio in the Via ePortfolio system that can be shared with prospective employers and other educational professionals with whom you may be interested in networking in the future. You are encouraged to be creative in the way that you develop and design your professional ePortfolio.

Student Acknowledgement

I hereby acknowledge that I have read the Student Teaching Handbook in its entirety and understand the policies, procedures, and guidelines outlined in the handbook.

Initial

I understand that I must attend a Student Teacher Informational Session and submit a Student Teaching Application and signed Student Acknowledgement page to the Office of Student Teaching by **no later than February 28** to be eligible for a student teaching placement.

Initial

I grant permission to the Office of Student Teaching and Field Placement to send my contact information, and/or résumé to school districts in the interest of securing a student teaching placement.

Initial

I will renew my clearances by the established deadline date outlined in the Student Teaching Handbook to ensure they remain current throughout the duration of my student teaching placement.

Initial

I understand that I am REQUIRED to notify the Director of Teacher Education, Dr. Melissa Boston, and the Director of Student Teaching and Field Placement, Mrs. Cindy Laspina, in the event of any circumstances that change the status of my clearances.

Initial

I understand that specific requests will be considered but cannot be guaranteed.

Initial

I understand that placements cannot be declined and that I am not permitted to arrange my own placement.

Initial

I understand that students will are typically notified two weeks prior to the end of the semester of student teaching placements, (this is subject to change should extenuating circumstances arise).

Initial

My signature below serves as proof that I am aware of, and agree to, the Office of Student Teaching and Field Placement's processes, eligibility requirements, policies, guidelines, procedures, and deadlines outlined in the Student Teaching Handbook.

Teacher Candidate Name (Printed)

Teacher Candidate Signature

Date