STUDENT TEACHING HANDBOOK FOR
TEACHER CANDIDATES

Council for the Accreditation of Educator Preparation
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All forms can be accessed on the Duquesne University School of Education webpage www.duq.edu/student-teaching or by contacting the Office of Student Teaching.
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 Associate Dean for 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 cooperating 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.

Best wishes to each of you involved in the student teaching program.

STUDENT TEACHING

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.

Eligibility for Student Teaching

To apply for student teaching for the following academic year, students must attend one of the informational meetings 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 213/214 Canevin Hall in order to receive a student teaching placement.
Application Requirements, Deadlines and Policies

1. Attend informational meeting held in January.

2. Minimum of 3.0 QPA Overall and in certification subject area

3. Resolve all Incomplete or Failing grades.

4. Submit online Student Teaching Application by February 28.

6. Submit a résumé to ostfp@duq.edu by February 28. Teacher candidates are strongly encouraged to have their resumes reviewed by the Center for Career Development. Since resumes are sent to prospective schools on behalf of teacher candidates and reviewed by site liaisons and potential cooperating teachers, they should be of the highest quality.

Center for Career Development
614 Duquesne Union
Pittsburgh, PA 15282
Email: careerdevelopment@duq.edu
Phone: 412-396-6644

7. Read the Student Teaching Handbook in its entirety, and submit the signature page to ostfp@duq.edu by February 28.

8. Clearances must be submitted to Cindy Cafaro at cafarol@duq.edu
   
   **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
   - ST 8 – Negative Tb Result Clearance
   - Act 126 Mandated Reporter Training – https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_ta_b_group_id=_91_1

   **Once a teacher candidate receives a student teaching placement, the school district they are placed at reserves the right to ask for additional clearances.**

   Teacher candidates are REQUIRED to notify the Associate Dean for Teacher Education, Dr. Carla Meyer, 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.
9. Students must be officially registered for a credited course titled "Student Teaching" or "Internship". 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.** 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).

**IMPORTANT:** If deadlines are not met, then candidates will be notified of the deficiency in meeting the requirements for student teaching. Once notified, a candidate may petition to the Committee on Student Standing (CSS) for permission to complete the Student Teaching requirements beyond the stated deadline(s). The petition to the CSS must be in writing and must be submitted within two weeks of the date printed on the email notification. The candidate will need to address any extenuating circumstances that resulted in the need to submit the requirement past the stated due date and how they intend to meet the requirements. UG and GR advisors can help candidates complete the petition.

Deficiencies in meeting any of the requirements must be addressed as soon as the candidate receives a response from the CSS. Failure to comply with all deadlines may result in the loss of a student teaching placement for the semester in which the candidate is scheduled to student teach.

**ROLE OF THE OFFICE OF STUDENT TEACHING**

The Office of Student Teaching, under the direction of the Director of Student Teaching and the Associate Dean for Teacher Education, has the responsibility of serving as the liaison between the various teacher education programs in the School of Education and the school districts for scheduling and implementing arrangements for undergraduate and graduate student teaching. 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.
- 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 students 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 in the interest of securing student teaching experiences.
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.

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, teacher candidates will not be assigned to a school where they are currently or were employed in any capacity.
- ONLY teaching candidates in the Graduate Education programs who hold a full-time teaching position through emergency certification or employment in a school (e.g. private, parochial, charter, public, etc.) can be allowed to student teach in their teaching position if all of the following conditions are satisfied.
  1) The teaching candidate has at least one semester of experience in current position.
  2) The teaching candidate has received at least a level of proficient or satisfactory on an evaluation from the school administration within the last twelve months;
  3) the school approves the use of the teaching position as the student teaching placement; and
  4) The school provides a faculty member to serve as the mentor teacher who performs the duties of a cooperating teacher.

When each of these four conditions are documented, then the teacher candidate can apply to the Committee on Student Standing for review and approval of the student teaching placement.

Once approved, the University will assign a student teaching supervisor.

Student Teaching Outside of the Duquesne University Area

Under 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 prior to the 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). The student is responsible for locating a university in the proposed teaching area that has a School or Department of Education. The student must contact the administrator of that institution to ask if a courtesy placement is possible. If so, the student will inform the Director of Student Teaching at Duquesne University of the administrator’s name and contact information. The student will then submit a petition to the Committee on Student Standing to receive permission to teach under the supervision of the proposed institution. If granted, the Director of Student Teaching will contact the administrator of the proposed institution to discuss the academic and financial details. Any additional costs incurred by this arrangement will be the responsibility of the student.
**Working or Taking Courses While Student Teaching**

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

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. Exceptions to the policy regarding work and outside commitments must be approved by the Committee on Student Standing. 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. All approval petitions for the Committee on Student Standing should be submitted no later than July 1st for fall semester student teaching and October 1st for spring semester student teaching.

**STUDENT TEACHING DURATION**

Student teaching should closely approximate a full-time working experience of no less than 15 weeks in the fall semester and 16 weeks in the spring semester, and no less than 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 (“I”) grade will be submitted to the Registrar for undergraduate students and an In Progress (“IP”) grade will be submitted for graduate students. Upon successful completion of the total experience, the Incomplete and In Progress grades will be changed to passing grades (P) and submitted to the Registrar. Student teaching takes place during the Fall and Spring semesters only.

Each November or December, 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, certification needs of the host schools, date of application for teaching abroad, and academic performance. **Students are required to be registered for student teaching prior to traveling to the host country.**

Since abroad teacher candidates begin their local placements in mid-March, their student teaching experiences extend through the last day of school for their host school. Although a final grade cannot be issued until after graduation, teacher candidates are still able to walk at graduation. Since all evaluations and documents must be received by the Office of Student Teaching 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.

2. Attendance is mandatory. Absences are not permitted and may result in a failing grade.
   a. Exceptions 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 to be absent from the student teaching assignment, the cooperating teacher and university supervisor must be contacted as soon as possible. In addition, the student must send an email to them and to the Director of Student Teaching. If the cooperating teacher cannot be reached, the student must call the school office and leave a message with the secretary or the principal.

3. Student Teacher Workshops and Seminars are mandatory and all teacher candidates are required to attend. 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 must be made up. Documentation must be provided regarding the location, dates, and times of the job fair and/or interview.

ROLE OF THE COOPERATING TEACHER

The cooperating teacher is a classroom teacher in a public or private school, assigned to the daily supervision of the teacher candidate. Specific PA state requirements include:
- at least three years of certified teaching experience; one of which is in the district where the teacher candidate is assigned;
- being certified in the content area being sought by the teacher candidate.

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

The cooperating teacher undertakes very definite responsibilities in a program for educating teacher candidates. Essentially, the cooperating teacher is responsible for showing the teacher candidate how to put into practice the principles of teaching which have been learned at the University. The cooperating 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 cooperating teacher, and during any one semester, a cooperating teacher may have more than one teacher candidate. Cooperating teachers must be recommended by their principal.

**Evaluation of Cooperating Teachers**

At the end of the semester, the teacher candidate and university supervisor will have an opportunity to evaluate each cooperating teacher with whom they worked during the semester utilizing 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 liaison between the Director of Student Teaching, the cooperating 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 have responsibility for supervision of more than one teacher candidate.

The principal responsibility of the university supervisor is to assist the teacher candidate in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skill, and resources to help the teacher candidate.

**Evaluation of University Supervisors**

At the end of the experience, the teacher candidate and cooperating 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 cooperating teacher, university supervisor, 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 to arrive at your school/agency on time. You are expected to be punctual.
- Parking spaces at many schools/agencies are limited. Ask about appropriate or designated parking areas.
- Dress appropriately. Remember, you are a professional and will be treated as such.
Learn the proper procedure for duplicating and/or reproducing materials. Learn the correct procedures for checking out materials from the library or media center.

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 cooperating 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 cooperating teacher prior to lesson implementation. The types of lesson plans submitted usually progress from detailed plans to outline plans. 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 cooperating 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 the school/agency assigned. Teacher candidates are expected to maintain standards of dress and appearance that conform to the established policies of local school authorities. 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 cooperating 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 cooperating 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 cooperating 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.

**STUDENT TEACHING PROGRESSION**

First Week
During the first week of the student teaching experience, the cooperating 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.

5. Review the cooperating 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:
7. Participate in the teaching process by:
   a. teaching a lesson to the entire group;
   b. teaching a small group activity planned by the cooperating 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.

8. Plan for teaching a unit by:
   a. selecting a topic from several provided by the cooperating teacher;
   b. determining deadlines for teaching a unit.

9. Provide new teaching materials by:
   a. creating a classroom aid, game, or bulletin board;
   b. introducing the game, activity, or bulletin board to the class.

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

1. Increase responsibility for instruction by:
   a. planning to meet students' individual needs;
   b. evaluating the cooperating 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 cooperating teacher and understanding why different types of questions are used;
   d. listening carefully to students to be able to respond in an appropriate manner.

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. teaching an art or music lesson;
   e. leading a group discussion.

3. Assume the role of the teacher by:
   a. making decisions based on the cooperating teacher's rules and policies;
   b. being aware of the effect of the cooperating teacher's verbal and nonverbal behavior;
   c. solving discipline problems consistent with policies acceptable to the cooperating 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 he or she is able to assume full-time teaching.

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 cooperating 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 to review 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.

Did we want to mention something about submitting the midterm portfolio and final portfolio for supervisor approval on Via??

Observations (ST 23) – Completed on Via

At some time early in the semester, 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 cooperating teacher and approved by the university supervisor and school principal, if necessary. The amount of time devoted to this activity should be negotiated by the cooperating teacher and the university supervisor. For a 15-week placement, at least three observations are required; for study abroad, at least one international observation and two local observations are required.
Lesson Plans

Good planning is essential for good teaching. **Lesson plans are required for every lesson taught throughout the semester.**

Daily Lesson Plans: The policy and format governing daily lesson plans will be a joint decision of the cooperating 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 and students.

2. **Procedure.** The procedure should be specifically described so that the cooperating 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 cooperating 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](http://www.pde.state.pa.us) or [www.pdesas.org](http://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 must be submitted to the cooperating teacher according to the time schedule set by the cooperating teacher, and no less than **48 hours before** the teacher candidate is to teach the lesson. This will give the cooperating teacher an opportunity to review the plan and to make suggestions or revisions, if necessary. Lesson plans are to be filed in the teacher candidate's portfolio which is to be available to the supervisor on each visit to the school. Students are required to word process their lesson plans.

Lesson Plans for Formal Observations and the Exit Portfolio: Lesson plans for any formal observations by the cooperating teacher or university supervisor and all lesson plans used in the exit portfolio must follow a format approved by a Duquesne School of Education professor in the teacher candidate’s program or content area. Lesson plans for formal observations must be submitted to the cooperating teacher or university supervisor according to the time schedule set by the cooperating teacher or university supervisor, and no less than **48 hours before** the teacher candidate is to be observed teaching the lesson. Contact information for university professors will be provided at the first student teaching meeting.

**Student Teaching Daily Report of Hours – Logged on Via**

The Student Teaching Daily Report of Hours was 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 **each day** and electronically signed by the cooperating teacher in Via as validation. There are several categories to consider:

- 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 cooperating teacher and/or university supervisor
- Hours absent from student teaching (time lost due to illness, emergency). See section on attendance.

Student teaching should closely approximate a full-time working experience of no less than 15 weeks in the fall semester and 16 weeks in the spring semester, and no less than 525 hours. Teacher candidates who become involved in extracurricular activities or after-school tutoring will have more total hours recorded due to more hours spent in these activities.

**Weekly E-Reports**

Students are required to submit weekly electronic reports to their university supervisor via email at the conclusion of each week. 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. Each entry should be approximately one page in length and should be sent as a Word attachment.

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

- What additional feedback would I have liked to receive from my cooperating teacher that could help me improve as a Leading Teacher?
• Was sufficient time allotted for conferencing with my cooperating teacher following the lessons?
• Does the cooperating 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. Information will be given to all teacher candidates at the general orientation meeting held prior to the start of the student teaching experience. 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 of dates and times 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 Student Teacher Observation Record (ST5) allows the observer to record classroom observations sequentially and to analyze the recorded data in five performance areas utilizing the Performance Indicators.

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 Cooperating Teacher in Via. Competence must be evaluated ultimately on the basis of past performance.

The University Supervisor will complete two PDE 430 forms for midterm and final evaluations. The midterm PDE 430 is formative and the final PDE 430 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.
Conferences

Conferences provide opportunities for the teacher candidate, the cooperating teacher, and the university supervisor to work together and collaborate as professionals. The primary purpose of most conferences is to provide guidance for the teacher candidate in developing and improving teaching competencies. The cooperating 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.

The university supervisor should arrange a time and place for conferring with the teacher candidate following each observation. If it is not convenient to hold a conference immediately following an observation, one should be planned as soon as possible.

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

- 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 Incomplete. 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.

In the event it becomes necessary to withdraw from student teaching, no partial credit can be earned for the student teaching course.

Procedure:

In the event that a teacher candidate receives an "I" or an “IP” grade due to extenuating circumstances, the placement may be extended. If the extension requires an additional cooperating teacher and supervisor, the teacher candidate will bear the cost of the additional supervision.

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 a student receives a “W” grade based on extenuating circumstances and re-registers for student teaching in a subsequent semester, the additional cost of supervision by the cooperating teacher and the university supervisor will be the responsibility of the teacher candidate.
Evaluation Policies

The cooperating 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 his/her performance at all times. Each semester, the Office of Student Teaching will distribute a calendar which identifies the midterm date. Cooperating teachers and university supervisors should have at least fifty percent of their observations completed by the midterm. The evaluations should represent the assessment of the teacher candidate's performance by the university supervisor and cooperating teacher at this juncture.

Exemplary or Superior performance will be recognized and reinforced. However, if the student’s performance is considered satisfactory or unsatisfactory, this will be communicated clearly and as early in the experience as possible. Overall ratings of satisfactory or unsatisfactory will require a written Professional Growth Plan.

Step One: If, no later than midpoint of the placement, the performance of a teacher candidate is evaluated by the cooperating 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 cooperating teacher, the university supervisor, the Associate Dean for Teacher Education, and if necessary, the school principal.

Step Two: The university supervisor and/or cooperating 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 Associate Dean and the respective Program Director.

There are two possible outcomes in Step Two:

- **Outcome 1:** If the teacher candidate follows the plan and performance improves, the progress will be reported, in written form, to the university supervisor, cooperating teacher, Director of Student Teaching, the Program Director, and Associate Dean for Teacher Education. The teacher candidate 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. The plan will be constructed by the university supervisor, cooperating teacher, and Director of Student Teaching and approved by the Associate Dean for Teacher Education and the respective Program Director. The outcome of the additional plan will be evaluated by the cooperating teacher, university supervisor, respective Program Director and Associate Dean of Teacher Education. The decision will be communicated to the teacher candidate concerning the assignment.
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.

- The teacher candidate must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course.

*The costs of additional supervision (university supervisor and cooperating teacher) for the extended experience will be the responsibility of the teacher candidate.

Decision C: After reviewing the documentation with the Program Director, the decision may be to terminate student teaching completely. A meeting of the Director of Student Teaching, university supervisor, Associate Dean of Teacher Education and the Program Director will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the above mentioned parties will meet with the student to explain the reason for the termination and will advise the teacher candidate of the option to completely withdraw from the current semester. 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 and interns must adhere to the Pennsylvania Department of Education Code of Conduct (Appendix B). Any teacher candidate, whose behavior is considered unprofessional by the cooperating teacher, university supervisor, or principal, may be removed immediately from the assignment by the Director of Student Teaching 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 cooperating teacher's grade recommendation will be extremely influential and, in most cases, the cooperating teacher and university supervisor will agree on the overall evaluation. In cases where the university supervisor and cooperating 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 cooperating 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)**
**APPLICATION FOR CERTIFICATION**

**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/](http://www.duq.edu/registrar/)

**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 cooperating 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 March 2019) 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. Carla Meyer 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 Workshop 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 UG 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 exception to this rule is teacher
candidates, who having completed all coursework and the total number of weeks of their student teaching experience, may begin substitute teaching.

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.
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 agentry 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.


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

§ 235.2. Introduction

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

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

§ 235.3. Purpose.

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

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

§ 235.4. Practices.

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

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

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

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

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

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

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

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

(7) Professional educators shall exhibit acceptable and professional language and
communication skills. Their verbal and written communications with parents, students and staff
shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

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

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

§ 235.5. Conduct.

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

§ 235.6. Legal obligations.

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

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

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


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

Cross References

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

§ 235.7. Certification.

The professional educator may not:

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

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

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

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).
APPENDIX C: STUDENT TEACHING WORKING PORTFOLIO AND REFLECTIONS

Part 1: Working Portfolio
For evaluative, organizational and planning purposes, teacher candidates and interns will keep a daily working portfolio of their student teaching experience. This portfolio must be accessible for review by the university supervisor during all observations throughout the duration of the student teaching placement.

In addition, it will be helpful to you and your supervisor for you to include evaluation forms, information about written assignments, the teacher candidate calendar, weekly reports and any other required paperwork in a separate section in the portfolio.

The evidence contained in the portfolio may be used as part of the conference between the cooperating teacher and the teacher candidate. It can also be used to provide evidence of your growth in the knowledge, skills, and dispositions required for teaching. (You will note that on form ST5, the supervisor will ask to review your portfolio during observational visits.)

The daily working portfolio should contain:
- Daily lesson plans, including any written comments by the cooperating teacher and/or revisions the teacher candidate would make for upcoming lessons/years;
- Daily reflections on teaching;
- Periodic samples of students’ work or assessments indicating students’ learning (include work/assessments from at least 6 students); Pictures of innovative, interesting, or novel lessons (do not include students in pictures unless you have school district approval);
- Any written feedback (formal or informal) provided by the cooperating teacher or university supervisor.

Part 2: Evidence of Students’ Learning
Beginning week 5 (approximately), you will begin to collect artifacts in your portfolio that provide evidence of your impact on student learning. You must collect at least one set of artifacts (or student evidence) each week from weeks 5-15 of your student teaching experience, or 10 sets total.

These artifacts should tell a complete “story” of how your teaching supported students’ 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 learning of students in your classroom. You could include students’ work samples, photographs, lesson plans, drawings, pre and post assessments, projects, and/or other pieces of evidence of your impact on student learning in your working portfolio. (No student should be able to be identified on the work samples you collect).

The sets of artifacts (or student evidence) should contain:
- A pre-assessment of students’ knowledge;
- Lesson plan(s), using the official format from the methods course in your program and/or content area, from the lessons you planned and implemented;
- A post-assessment of students’ learning as the result of your teaching;
- A reflection on the evidence of students’ learning.
Part 3: Showcase Portfolio
From these 10 sets of artifacts, you will select three (3) examples of your impact on students’ learning and create a Professional Portfolio. At the end of the semester, you will be required to present your portfolio in a “Portfolio Interview” with faculty from the School of Education and classroom teachers. You will be asked to use the evidence in your portfolio to describe how each of the three examples illustrates your ability to support students’ learning, your professional growth as a result of student teaching, and how your examples illustrate the themes and domains of the Leading Teacher Program. Ideas to support your written reflections and your portfolio presentation, we provided the ideas in the following section.

Reflections
As part of the portfolio process, you will reflect on the evidence of student learning that you collect each week, including the teaching-learning connection. The questions listed below should provide a guide for your reflection. You will not necessarily respond to each question each week; the questions provide a lens for your reflections on student learning. Cross-reference your earlier writings as needed. Responses to the questions should relate to the evidence of student learning.

1. How does the piece of work you collected that demonstrates student learning provide evidence of your becoming
   a. A learning theorist
   b. A curriculum designer
   c. An expert in school context
   d. A master practitioner
   e. An instructional leader

   *The domains and competencies can be found in the syllabus. You should use them as a reference as you reflect specifically on the development of your knowledge, skills, and dispositions in the five domains.

2. Describe your learning this week. Describe your learning as a result of the experiences you have had that lead you to be able to impact student learning.

   a. What new knowledge did you gain or acquire this week? Did you learn this knowledge because your cooperating teacher or supervisor encouraged you in a certain area? Was the learning as a result of needing to teach something to your class? Or was the knowledge you acquired a result of your own initiative? If so, what was the source of your learning? What evidence do you have of the knowledge you have acquired?

   b. Describe any new or improved skills you developed. How can you describe how your new skills have been applied with the students in your class? How did they impact student learning? How was the development of new skills related to the development of any new knowledge? Did someone teach you these skills or did you learn them on your own? If you have learned new skills but have found obstacles to implementing them, explain why this is the case. What evidence do you have of the skill you have developed?
3. Describe the relationship of the evidence of student learning to the three themes of the Leading Teacher Program: **Leadership, Diversity, and Technology.**

4. In this section, reflect on your professional and personal dispositions related to teaching. Have your perspectives on teaching changed this week? (Think about your knowledge, skills, and experiences.) How have your attitudes, values, and beliefs about teaching changed? Was there anything you did on your own initiative that you think is leading you towards becoming a proficient or even distinguished teacher? What have been your primary challenges and how do you intend to overcome them? What has been joyful about your work this week? Explain your remarks.

Reflections should be written in Standard Edited American English (SEAE). You will keep your reflections as part of the portfolio with the evidence of student learning on which you are reflecting and the related instructional plan; however, your university supervisor may also ask you to send separate reflections to him or her periodically.

*The focus of one of the Student Teaching Seminars will be on moving your “working portfolio” (as described in this document) to a “showcase portfolio” that you will be able to use in your portfolio exit interview and as you search for a teaching position. A showcase portfolio presents the best of you and your accomplishments; the working portfolio is a place for you to gather evidence, express your ideas, reflect on your progress – it is a work in process. Therefore, it is the final product that will be assessed. A rubric will be made available for the showcase portfolio during this meeting, no later than midterm of the semester.*
Student Acknowledgement

I hereby acknowledge that I have read the Student Teaching Handbook. I am responsible for adhering to the policies and guidelines that are stated in the handbook.

__________________________________________
Initial

I understand that I must submit a Student Teaching Application, Autobiographical Data Sheet and résumé to the Office of Student Teaching 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, Autobiographical Data Sheet and/or résumé to school districts in the interest of securing a student teaching placement.

__________________________________________
Initial

My clearances will be renewed by the established deadline date outlined in the Student Teaching Handbook in order to remain current throughout my student teaching placement.

__________________________________________
Initial

I understand that I am REQUIRED to notify the Associate Dean for Teacher Education, Dr. Carla Meyer, 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 special requests will be considered but cannot be guaranteed.

__________________________________________
Initial

I understand that placements cannot be declined.

__________________________________________
Initial

I realize that students will be notified two weeks prior to the end of the semester of student teaching placements.

__________________________________________
Initial

My signature is proof that I am aware of, and agree to, the Office of Student Teaching and Field Placement’s process for securing student teaching placements, and that I have read the Student Teaching Handbook.

__________________________________________
Printed Name

__________________________________________
Student Signature

__________________________________________
Date