Page 37 requires a signature. Please return page 37 with original signature at the first orientation meeting.
This handbook contains information about the policies, procedures, and requirements associated with the student teaching experience, and serves as the official guide for all participants of that process, including cooperating teachers and field supervisors. Students enrolled in ED 1410, 1411, 1412 and ED 599 are responsible for knowing the full content of this handbook.

Questions or comments concerning information contained in this manual should be directed to the Office of Certification,
Dr. Marcia Bolton, Director of Student Teaching
219 Hyatt Hall, 610-499-4360
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Welcome to Student Teaching

Congratulations for achieving all the steps required for student teaching. As you plan for the future, please take advantage of everything your partner teacher can offer you in the way of mentoring and materials. Student teaching is a significant undertaking that enables you to experience firsthand the complexities of teaching, whether it occurs at the elementary or secondary level, in urban or suburban schools, with monolingual or bilingual students, or in regular or special education classrooms. Through this experience, you have the opportunity to critically reflect on your knowledge, skills and dispositions as you teach and learn. I encourage you to recognize and appreciate that every experience can contribute to your growth as a developing teacher.

You will be assessed by your University supervisor on the InTASC (Interstate New Teacher Assessment and Support Consortium) Principles, these standards help to determine students' readiness for teaching. You are already familiar with these standards as they are the same ones you were assessed on during your submissions for your Taskstream portfolio. Please use the INTASC Principles as a guide to determine your growth. I urge you to become an integral part of your classroom and school community so that you are involved professionally with your students, your cooperating teacher, and others involved in the educative process. It is my hope that you will use every challenge as an opportunity to bring you to new heights in the teaching and learning process as a knowledgeable and reflective practitioner.

Remember, certification is a state controlled issue. The Pennsylvania State Department will use your GPA, 3.0 required, state assessment tests; you must pass initial tests in reading, writing and math and later in your content area, and meet the criteria for graduation from Widener’s state approved teacher preparation program.

I wish you all the best in the coming semester.

Marcia Bolton

Marcia Bolton, EdD
Assistant Dean of Education, Accreditation, and Licensure
Director of Certification and Student Teaching
WIDENER UNIVERSITY SCHOOL OF EDUCATION, HOSPITALITY, AND CONTINUING STUDIES MISSION

The mission of the School of Education, Hospitality, and Continuing Studies is to create and sustain communities of informed and critically reflective practitioners who function in a variety of institutions at all levels for the educational enterprise. The faculty encourages interactive learning experiences among students and among faculty and students that promote the development and application of higher order thinking skills in the University and in the field.

SCHOOL OF EDUCATION, HOSPITALITY, AND CONTINUING STUDIES’ VISION

The vision of the faculty is to maintain a leadership role and to build on the School of Education, Innovation, and Continuing School of Education, Hospitality, and Continuing Studies strong academic and professional reputation for preparing leaders in education at the bachelor’s, master’s, and doctoral levels. The School of Education, Hospitality, and Continuing Studies’ faculty is dedicated to insuring that graduates are competent and successful in their careers in PK-12, higher education, clinical, and community settings. The faculty capitalizes on the success of their graduates through a regional professional network that recognizes Widener’s contribution to educational excellence.

SCHOOL OF EDUCATION, HOSPITALITY, AND CONTINUING STUDIES GOAL AND THEMES

Guided by the School’s mission and vision, our professional education programs prepare teachers, education specialists, and administrators to be knowledgeable and reflective practitioners.

Knowledgeable and reflective practitioners are professional educators who have the necessary skills, knowledge, and dispositions to work effectively with individuals and groups, and assess their own performance in relation to the achievement and success of their clientele (Posner & Vivian, 2010; Darling-Hammond, 1997; Darling-Hammond & McLaughlin, 1995; Schon, 1983, 1986). To become knowledgeable and reflective practitioners, professional education candidates develop a solid grounding in content, a thorough understanding of best practices, applied knowledge of technology, an appreciation of the benefits of diversity, and a sense of what it means to be a professional.

Therefore, the faculty focuses on three themes: academic excellence, best practices, and professionalism.

The following are the commitments that support the themes that reflect our mission and goals.
The themes of academic excellence, best practices, and professionalism are strengthened by a set of professional commitments. Candidates are expected to demonstrate their commitments in their understandings, dispositions and civic engagements.

**A commitment to academic excellence** requires a deep knowledge of academic disciplines, basic skills, educational foundations, and teaching and learning that is research-based. The academic excellence of Widener candidates can be identified by their broad understanding of critical concepts and processes in the arts and sciences, as well as their competency in reading, writing, and mathematics skills. They also have knowledge of the underlying historical, social, and philosophical foundations in their field (Cremin, 1961; Cuban, 1993; Kliebard, 1998; Murray & Porter, 1996; Grossman, Wilson, & Shulman, 1990; Shulman, 1987); knowledge of cognitive, developmental, and behavioral theories (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956; Kohlberg, 1969; Maslow, 1970; Piaget, 1976; Skinner, 1983). Their theoretical understanding is grounded in an awareness of how theories are translated into practice (Eisner & Vallance, 1974; Gardner, 1993; Tyler, 1949). Project-based learning, cooperative learning, mentoring, electronic communication, and field experiences provide social contexts for the application and understanding of knowledge-specific content (Office of Policy Planning and Innovation, 2003).

**A commitment to diversity** requires understanding, appreciating, and addressing the uniqueness of individuals. The rapid shift in the demographics of the country and in the nature of our institutions (Cushner, McClelland, & Safford, 2000) requires that candidates develop a mindset for understanding and appreciating individual differences and multiple perspectives. Integral to School of Education, Hospitality, and Continuing Studies programs is a focus on understanding, appreciating, and addressing the uniqueness of groups of people and individuals as it relates to ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The faculty use examples from a variety of cultures and groups “to illustrate key concepts, principles, generalizations and themes in their subject area or discipline” (Banks, 2001, p. 5).

**A commitment to collaboration** involves individuals and communities. Collaboration lies at the core of the development of professional knowledge, skills and dispositions. Through collaboration, students learn to take the perspective of their respective disciplines and acquire the ability to create, while simultaneously sustaining a personal and professional identity that has parity with colleagues and peers (Beckman, 1990; Bruner, 1985; Darling-Hammond, 1997; Darling-Hammond, 1999; Darling-Hammond & Cobb, 1996; Johnson, Johnson & Smith, 1991). Collaboration makes it possible to internalize the values of a profession and act within the framework of a chosen professional identity and its values (Rau & Heyl, 1990). The Widener candidate experiences ways in which collaborative efforts contribute to teaching and learning. Group activities, service-learning opportunities, participation in professional organizations, and community events provide rich opportunities for collaboration.

**A commitment to lifelong learning** Candidates understand that learning is a continuous and lifelong process. They continually reflect on their learning and evaluate their goals and actions. The value of lifelong learning enables student to develop a deep commitment to learning, which they model in their relationships with students and peers. Through lifelong learning educators retain their intellectual and professional vitality. They become part of broader learning communities that contribute to education in the region and in other parts of the world (Moreno, 2005; World Bank, 2003).
INTASC PRINCIPLES

Professional education candidates pursuing teaching certificates in early childhood education, elementary education, special education, and secondary education programs are assessed according to the certification standards of the Commonwealth of Pennsylvania, INTASC (Interstate New Teacher Assessment and Support Consortium) Principles, and each discipline’s Specialized Professional Association (SPA).

<table>
<thead>
<tr>
<th>Standard #1: Learner Development:</th>
<th>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2: Learning Differences:</td>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
</tr>
<tr>
<td>Standard #3: Learning Environments:</td>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
</tr>
<tr>
<td>Standard #4: Content Knowledge:</td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td>Standard #5: Application of Content:</td>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
<tr>
<td>Standard #6: Assessment:</td>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
</tr>
<tr>
<td>Standard #7: Planning for Instruction:</td>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
<tr>
<td>Standard #8: Instructional Strategies:</td>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
</tr>
<tr>
<td>Principle #9 Professional Growth/Reflection:</td>
<td>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</td>
</tr>
<tr>
<td>Principle #10 Collaboration:</td>
<td>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
</tr>
</tbody>
</table>

II. Information about the Student Teaching Experience

Student teachers: Congratulations on reaching this important milestone in your program! Enrollment in student teaching signifies that students have met specific eligibility requirements, including the successful completion of academic coursework in their disciplinary area. Furthermore, students at this stage have been evaluated and approved to participate in student teaching by both, an academic advisor and the director of field experience and certification. You are about to begin the most challenging aspect of your teacher preparation program where putting into practice all that you have learned in your courses thus far starts to define your unique...
We consider the personnel at each of the public and private schools used for a student teaching placement as a partner in your development as a novice teacher. Therefore, it is expected that you, too, will recognize the importance of nurturing a positive relationship with those partners from the start. The successful outcome of the student teaching experience is greatly dependent upon the mutual care and concern exercised between the student teacher, cooperating teacher, and university supervisor. Hence, it is important that you put forth your very best efforts throughout student teaching at all times.

The first obligation of the student teacher is to fulfill as effectively as possible every role of the teacher. Your entry into the teaching profession demands hard work, commitment, and skillfulness. All student teachers are urged to be participants in as many activities at the host school as possible. While student teaching you will make literally hundreds of decisions on a daily basis. So, take time periodically to think about how you are living up to the role of a professional educator (see Appendix H for PA Code of Professional Practice & Conduct for Educators).

Lastly, student teaching is an experience that you will never forget. Celebrate the challenges that you overcome, and relish the learning opportunities provided by the many new people you will meet. Take time to reflect upon how much you grow each week. And do not be afraid to take risks in trying new methods and strategies. As long as you learn something meaningful from those experiences, you are growing in the right direction. Think of the good teachers you have been fortunate to have throughout your life. Then strive to join them so that some day students will think of you as one of their outstanding teachers.

The following section will explain the roles of all parties involved in the student teaching experience.

Cooperating Teacher(s): While student teaching, you will be both teacher and learner. No one will be quite as important to you in both of these roles as your cooperating teacher(s). They are experienced instructors who agree to do their share in preparing college students to enter the classrooms of our schools. In all likelihood, they are the category of teachers whose many responsibilities lie outside as well as inside the classroom. They will give you direction and guidance in your initial efforts in teaching and counsel as you work toward gaining the skill and efficiency that characterize the assured, effective professional. Please keep in mind you are teaching under the cooperating teacher’s certificate therefore you actions directly reflect upon the cooperating teacher. Follow cooperating teacher suggestions and directives as they have experience with the students, school culture, and the day to day operation of the classroom.

The State has established the following minimum qualifications for cooperating teachers:

- At least three years of successful teaching experience
- An Instructional II certificate (awaiting processing of paperwork)
- Recommendation by the principal or superintendent
- Voluntary participation in the program

All student teachers must realize at the commencement of their student teaching that there is no stereotype of a cooperating teacher. Put aside any idea that ways to teach can be prescribed...
without reference to personalities. Be open-minded about your cooperating teacher(s). Learn to know them and their ways with pupils. Listen to them, and be observant. Look below the surface as you explore their teaching methods, and ask questions. Why do they use certain methods and not others? How do they establish a rapport with students? How do they keep pupils thinking, talking, and participating? Respect the confidential aspect of many of the topics in your conversations with them, and be a willing assistant and associate. **Remember that they hold final responsibility for what pupils do and learn.**

Student teachers must keep in mind that their first approach to problem-solving will be through their cooperating teachers, and that they are not to be by-passed. Students are to do their utmost to be respectful and helpful as they learn to teach. **Bear in mind that the cooperating teachers are essentially volunteers in this work.** The value of the professional services of cooperating teachers is considerably beyond the dollar compensation they receive.

**The University Supervisor:** The university supervisor functions as an administrator and instructor. He/she is a liaison between Widener University and the schools where student teachers are placed. As the supervisor works with you, he/she will attempt to maintain an atmosphere that fosters cooperation and communication. He/she respects the purposes and the program of the school and sees, as student teachers may not immediately be able to see, the place of theory and method in the reality of a classroom situation.

As an instructor, the supervisor will observe your teaching on a weekly basis. On each occasion, he/she will confer with the student teacher and the cooperating teacher concerning the candidate’s strengths and the ways the student teacher can improve his/her skills as an educator. Following each conference, student teachers can expect a written copy of the supervisor’s observations and suggestions. Student teachers are encouraged to actively converse with their supervisor at these conferences to enhance a mutual understanding of the process and experience.

Lastly, it is important that student teachers look upon the university supervisor as a mentor in their development as a professional educator. Although the supervisor has the primary role of evaluating the student teacher’s performance, he/she is ultimately concerned about helping pre-service teachers become their best. **More than anything, supervisors want their student teachers to be successful in this experience.**

**The School:** Cooperating schools and cooperating teachers are not required to accept student teachers. Indeed, administrators on occasion must defend the worth and purpose of the student teaching program. What does this mean to you? It means that you must know the policies that govern the teachers and pupils in your assigned school, and adhere to them. When student teachers come prepared to do their job and to work cooperatively with their assigned teachers, cooperating districts welcome a student teaching program. Please do your best to keep the school doors open for future Widener University student teachers.

**The Director of Student Teachers:** Dr. Bolton coordinates the assignment of university supervisors to student teachers, works with cooperating teachers in the schools, and is responsible for coordinating the student teaching seminar course. Dr. Bolton’s major concern is the success of all student teachers. She is readily available to speak with students, cooperating teachers, and administrators whenever needed. The director can be reached at (610) 499-4630.
Policies that Govern Student Teaching
The student teacher will quickly learn that those who are associated with this important work are serious-minded about their responsibilities. The cooperating teacher, while serving your best interests, must always think of the pupils s/he is responsible for teaching. School administrators, while supporting student teaching, at the same time must maintain the quality of instruction that boards of education and parents expect.

As a student teacher, you will be taking a share of this responsibility. The student teacher must show seriousness of purpose by adequate preparation, resourceful teaching, and a wholesome attitude toward the work. Accepting the obligations and duties of student teaching implies attitudes, behavior, and performance in the classroom that denote professional integrity.

Remember, you are a visitor to your cooperating teacher’s classroom and to their school. Please be mindful as an active and important part of the school you will learn from cooperating teachers, faculty, staff, and school administrators but only if an open line of communication is established and maintained.

Attendance: Regular attendance and punctuality in reporting to your school are essential. By strictly adhering to following regulations and suggestions, the student teacher will show day-by-day the dependability that administrators look for and pupils need.

Course Work While Student Teaching: Student teaching is a full-time responsibility. Because of the changes in certification requirement from Pennsylvania, it is now required that middle year and secondary certification seekers take classes during student teaching. The seminar meetings for student teaches have been cancelled because of the additional classes required for some certification areas.

Student Teaching Abroad: Widener University is pleased to offer opportunities to student teach abroad. The student teaching abroad placement is not for the full 14 weeks. Student teachers accepted into the student teaching abroad program must complete a portion of their student teaching placement as assigned through the Office of Student Teaching and Certification. Any student desiring to student teach abroad must demonstrate competency in their Widener based placement before traveling abroad. In particular, the student teacher must demonstrate proficiency in their Taskstream portfolio completion of transition point 3, lesson planning, lesson delivery, and all other duties and responsibilities required of all student teachers in the Widener teacher preparation program. Student teachers traveling abroad must be deemed ready by the Director of Student Teaching, their Widener University supervisor, and their cooperating teacher. Student teachers not meeting proficient level may have their stateside placement lengthened or even loose the chance to travel abroad; thereby forfeiting any deposits made to reserve their place in the Educators Abroad program or reserved airline reservations.

Employment during Student Teaching: If you are employed while student teaching this may threaten your chances of success. Student teaching takes priority, and you are highly discouraged from working a job during this timeframe. If not working is unavoidable, please advise the Office of Field Experience & Certification where you are working, your work schedule, and a telephone contact so you may be called if needed. Likewise, communicate this information to your supervisor.
The School Day: The student teacher is expected to be present during the school day from the time teachers officially report in the morning until official leaving time in the afternoon.

In-service Sessions, General Faculty and Department Meetings: As a student teacher, you are expected to attend school meetings that your cooperating teachers must attend. You will be excused from them only when it is made clear that student teachers are not to attend. For example, on an in-service day when pupils are not in attendance but teachers are, you are to be there too, if you are welcome. If your district does not want you to attend an in-service meeting, you must utilize the time for lesson preparation, making learning materials, and/or performing school related tasks. If you have questions regarding your attendance contact Dr. Bolton at 610-499-4630.

Cell Phones and Texting: There will be no cell phone usage or texting during instructional times. Please give family members the phone number of your school in case you need to be reached in an emergency.

No "Cuts." Regular teachers are not permitted any unapproved absences without loss of pay. Similarly, student teachers must have approval of all absences from the director of field experiences & certification. No "cuts" are allowed during the semester.

Illness or Emergency: When the student teacher is unable, for a justifiable reason, to report to their school, they must make three telephone calls: first, to your cooperating teacher (before he/she leaves for school); second, to your university supervisor if an observation is scheduled for that day (before 7:30 a.m.); and third, Dr. Bolton (610-499-4630). If Dr. Bolton cannot be reached, call the Office of Field Experience & Certification secretary at 610-499-4373. Call if possible the evening before the absence. Otherwise, make the calls in the morning.

Anticipated Absences: When you know in advance that you will be absent from your assignment, you are required to obtain approval from your university supervisor and Dr. Bolton. An example would be for interviews for a teaching position.

Excessive Absence: If the time missed is considered excessive, you may be directed to make up a given number of days of teaching no matter what the cause of the absence. It also may be necessary, because of extended absence, to declare the extent of your student teaching to be insufficient. You would then be required to teach additional time in another semester. The required student teaching experience at Widener University is 14 weeks.

The Calendar of Student Teaching: The first and last day of each student teaching assignment are established by the University. At all other times, you must follow the calendar of the school to which you are assigned. If you are student teaching during the spring semester and have one 14-week assignment, plan to continue student teaching during Widener's spring break. This is to insure continuity of your teaching responsibilities. You will still have the benefit of the school district's spring break, and you will complete your student teaching one week before the published ending date!

Professional Liability Insurance: Student teachers and teachers have been held legally liable by the Pennsylvania courts for the behavior of pupils under their direction. Student teachers have
responsibility for the protection and safety of children in their charge. If a student is injured while in your care, you may be held legally responsible for expenses involved. Every student teacher is, therefore, encouraged to carry professional liability insurance. The insurance may be purchased through private companies.

Travel: It is the student teacher’s obligation in accepting the assignment to get to your school regularly and at the stated time. Neither the University nor the Office of Field Experiences & Certification holds any responsibility in this matter.

Dress Codes in Schools: Not all schools take the same position on dress and appearance of teachers. Therefore, Widener University requires that you use the dress code provided (see Appendix A).

Use of Student Teachers as Substitutes: The School Code governs certification and those who may assume full teaching responsibility in elementary and secondary schools in the Commonwealth. The use of student teachers as substitute teachers is limited to emergency situations only.

Inability to Adjust to Placement: On a rare occasion, a student teacher and a cooperating teacher may be ill-matched. If it becomes apparent that an accommodation cannot be made, the student teacher has the responsibility to bring the issue to the attention of the university supervisor and the director, Dr. Bolton 610-499-4630, of field experiences & certification. A decision regarding the placement will be held with a joint conference between the student teacher, university supervisor, and director student teachers. Under no circumstances shall the student teacher take direct action on his or her own.

Responsibilities of Student Teachers: The following checklist will assist the student teacher in understanding the comprehensive nature of student teaching. It is intended to be a thorough "what to look for and learn from” guide. As you use the checklist, you need to begin to reflect upon the overall picture of yourself as a decision maker. Think about how you are learning to become a professional teacher, someone who makes a difference in the lives of students.

A. Orientation

1. Ascertain faculty guidelines concerning:
   - Dress code, parking places, policies, lunch places, and procedures, and policies and procedures for leaving the building
2. Tour the school building to locate:
   - Principal's office; health/nurse's room; rest rooms; special classrooms; gymnasium; library/media center; faculty room; play/recreation area; teacher workroom; cafeteria; guidance office; bus loading area; and auditorium
3. Note provisions for students:
   - Coats; lockers; bicycles; and automobiles
4. Arrange to observe:
   - Classroom teachers; subject area teachers; and other grade levels
5. Meet other staff members:
Teachers, administrators, department heads, librarians/media specialists, nurse, guidance staff, office personnel, psychologist, resource teacher, support personnel, secretaries, discipline officer, and itinerant staff, such as specialists for speech, hearing, vision, art, music, physical education, gifted, and Special Education and reading.

6. **Emergency procedures:**
   - Learn what to do in case of an accident involving a student or teacher.
   - Locate first aid materials in classroom and nurse's room.
   - Locate fire exit and review procedures to check attendance and report any problems.
   - Note any safety precautions needed for special classes, for example, art, physical education and special activities

B. **Daily procedures**

1. Note the time that teachers enter and leave the building
2. Learn teacher's supervisory duties:
   - Recess; rest rooms; halls; assemblies; study halls; cafeteria duties; buses; before school supervision; and other duties (see Appendix B for additional ideas on classroom management and discipline).
3. Homeroom procedures:
   - Attendance; daily announcements; opening exercises; schedule for special classes; speech; music lessons; tutors; resource room; and itinerants
4. Classroom forms and records:
   - Attendance; excuse notes; lunch count forms; hall pass forms; grading forms and system; report forms and report cards; discipline forms; health records; permanent record forms; seating charts; and other special forms

C. **Learn about your students:**
1. Their names
2. Methods for grouping and flexibility of the groups
3. Special seating arrangements/needs
4. Special health and physical needs of students (Remember confidentiality)
5. Appropriate home and family information (Remember confidentiality)
6. Procedures for involving counselors and/or parents in helping students

D. **Learn about classroom and laboratory procedures:**
1. How students are expected to enter and exit the classroom or laboratory.
2. Method used to take and record attendance
3. Method used to take and record lunch count
4. Procedure to send and receive messages
5. System used to dismiss students to other classes, recess, lunch, and fire drills
6. Discipline program and procedures
7. Method used to distribute, collect, and store materials
8. Procedures for students who finish in-class work early
9. Procedure to close the school day
E. Learn about general supplies:
1. Procedure to requisition supplies
2. Location of supplies
3. Supplies with free access and those that require special permission

F. Learn about instructional supplies:
1. Review the course of study and units for the semester
2. Obtain textbooks, reference materials, supplies, tools, and equipment
3. Learn the location of these materials
4. Learn the materials the students supply
5. Learn the materials the student teacher will need to supply.

G. Learn about Library/Media Center:
1. Checkout and return procedures, software, and curriculum materials
2. Location of card catalog, special reference materials, videos, computer software, and curriculum materials
3. Become familiar with additional policies and procedures
4. Allow time to preview materials you plan to use
5. Learn about location of resources to develop instructional materials (e.g., school production center, Intermediate Unit (IU) Teacher Center)
6. Become familiar with the available professional journals and publications

H. Learn how to obtain and use audio-visual equipment:
1. Copy machine; duplicator machine; overhead; filmstrip projector; 16mm projector; slide projector; computer; TV-VCR; listening stations with headsets; tape recorder; opaque projector; laminating machine; CD player; CD ROM reader; procedure to obtain equipment and supplies for audio-visuals; location to pick up and return equipment; and procedure to order and return materials from Intermediate Unit (IU)

I. Keep your university supervisor informed:
1. Provide a schedule of your building and your classroom
2. Share whatever paperwork your supervisor needs about the building (e.g., school rules, regulations, policies)
3. Communicate regularly about day-to-day issues, successes, milestones, absences, etc.
4. Give updates about the development of your electronic portfolio

J. Maintain a three-ringed notebook to include:
1. Material on above topics A through I
2. Observation notes from your cooperating teacher and university supervisor
3. Copies of your mid-term and final evaluations
4. Lesson plans that have reflective notes on them...what worked and might have gone wrong
5. Your reflections on every aspect of teaching including things that worked or did not work. Also, include some ideas for improvement or changes you might make in “your” classroom.
6. Your assignments for student teaching
**Minimum Requirements**

The university supervisor and cooperating teacher should plan together to establish specific requirements for the student teacher. The Office of Field Experiences & Certification recommends that student teachers be responsible for the following **minimum** requirements:

| Experience | Student teachers shall experience two full weeks of “solo” student teaching during the semester, as a minimum requirement. Student teachers with two placements are to do one, full week of solo teaching per assignment. The decision to begin and end the “solo” portion of the assignment is a joint decision by the cooperating teacher, student teacher, and university supervisor. |
| Responsibilities | How and when to increase a student teacher’s classroom responsibilities is a joint decision, involving the cooperating teacher, student teacher, and university supervisor. It is the University’s expectation that all three individuals will develop effective communication channels so these decisions can be made carefully. |
| Observations | Observe at least four other teachers during the semester. These teachers should represent a variety of curriculum areas, for example, Art, Music, Physical Education, Library, Guidance, and Special Education, and styles of teaching. |
| Lesson Plans | Write daily lesson plans for all lessons taught (see Appendix B for Widener University format). |
| Orientation | Attend orientation meetings required by the Office of Field Experience & Certification. Since there is no longer a seminar any additional meetings will be focused on information that is critical to your success in finding a teaching position. |
| Cooperating Teacher Journal | Each student teacher will supply their cooperating teacher with a journal (notebook of blank pages) so the teacher can give timely feedback and suggestions. Dr. Bolton will review the use of the journal during student teacher orientation. |
| Teacher Work Sample (TWS) | Write and teach at least one complete instructional unit. The TWS will focus on |
your individual SPAs. Each TWS will have a pre- and post assessment element and incorporate technology usage. **A separate handout will explain the requirements of this assignment as well as provide a rubric for its assessment.**

<table>
<thead>
<tr>
<th>Schedule/Class List</th>
<th>Provide your university supervisor with a weekly schedule and a class list.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Taping and Reflection</td>
<td>Student teachers and interns are encouraged to be reflective teachers by being videotaped so they can see themselves and evaluate their teaching. The videotaping helps you capitalize on your strengths and look for ways to improve. The videotaping of one lesson is an instructional tool to help you become a better teacher.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Complete an electronic portfolio, based on the InTASC Principles and standards related to your disciplinary concentration (e.g. ACEI, NAYCE, NCSS). <strong>The student teacher and supervisor should determine a schedule of periodic reviews of the final EP as it is developed over the course of the semester.</strong></td>
</tr>
</tbody>
</table>
Teacher Strikes and Widener University Policy

Occasionally teacher strikes have caused problems for a few student teachers. In case of a teachers’ strike in the school or school district where you are placed, the following policies will immediately apply.

A. **Do not** go to your school. This means you **do not** cross picket lines, or in effect help to break the strike. You avoid the possibility of putting yourself in a potentially dangerous situation.

Student teachers: your immediate reaction maybe that you must go to school, "for the good of the children.” Remember the rule above and stay away. Student teachers **have no legal status**. The legal and moral responsibility for the pupils lies with the regularly employed teachers, staff, and school board members, and of course, with the parents.

B. As unfortunate and as unpopular as it may be, Widener University will probably have to transfer you to another school. Usually, there is no way to tell how long a strike may last. It may only last two or three days. However, it could be two, three or more weeks! We are unable to predict a strike's length. Therefore, in order to give you a full experience we are compelled to transfer you to another school just as soon as we can find one in which to place you. This may be quite disappointing to you after you have invested much time and effort preparing for your original assignment and have established a good relationship with your original cooperating teacher. Do not allow your disappointment to interfere with your new assignment. The second cooperating teacher deserves your most positive attitude and willingness to work together.

C. Once you have been transferred to another student teaching assignment, you will not be transferred back to the first school, even if the strike ends within a day or two after the transfer. It would simply not be fair to school personnel to ask them to take you one day and then to take you out the next day.

**Grading**

There are two major components to the student teaching semester: **student teaching**, where you will work directly with a cooperating teacher and students in a school setting, and **student teaching seminar**, where you will attend Wednesday afternoon sessions on campus.

**Student teaching** is a twelve-credit course at the undergraduate level and a five-credit course at the graduate level. Your final grade for **student teaching** is the responsibility of your university supervisor. The cooperating teacher(s) you work with will share his/her recommendation with the supervisor in determining a grade for you, as well as participate in completing a mid-term and final evaluation of your performance. However, it is the university supervisor’s recommendation that will be recorded on your transcript.

Additionally, a student cannot earn an “A” in student teaching or the student teaching seminar course if all phases of the electronic portfolio component are not successfully
completed. In order to successfully pass the electronic portfolio requirement, students must earn a score of proficient in all ten INTASC categories.

The university supervisor is responsible for forwarding all evaluation forms to the Office of Field Experiences & Certification to be stored in the student teacher’s file. It is important that student teachers become familiar with the various dimensions that are going to be assessed. Not only will your supervisor and your cooperating teacher assess your performance, but also you will self-assess your performance at two points during the semester. Copies of the evaluation forms used throughout student teaching will be distributed at the student orientation program.

1. All requisite Praxis scores successfully passed for your disciplinary area, a 3.0 GPA for PA certification, approved program completion status by academic advisor, etc.)

Grading: The grading system for student teaching is located in the Widener University Bulletin under Academic Policies and Procedures.

Attendance, Punctuality and Participation:
As teacher candidates, attendance, punctuality and participation are at the heart of the learning experience. These items are related but unique. A student can be physically present but not participatory, or participatory but always late. All three of these items are extremely important. If a student is to be late or absent for a proper reason (impassible roads, family emergency, religious or court absence, or serious illness) he or she must inform the instructor prior to the class by contacting the director of student teaching, Dr. Bolton, at 610-429-4630, 804-8768-1552 (cell), or the office secretary at 610-499-4373. In the case of a more proximate emergency, the student will inform the instructor as soon as reasonably possible. The instructor may ask for supporting documentation to substantiate the emergency situation. A student who is absent more than two times (excused or unexcused) will have his/her grade lowered by .5 points in accordance with the university policy (Student Handbook).

Teacher Certification

Instructional I (Provisional)

Upon passing the required PECT or PRAXIS tests and successfully completing the teacher education program requirements at Widener University, you will qualify for the Instructional I certificate, which is valid for a period of six teaching years in Pennsylvania. For all initial certification candidates (undergraduate and graduate), passing scores in the PRAXIS I tests are required before formal admission to Widener University’s Teacher Certification Programs is granted. All students are strongly encouraged to have the remaining required PECT or PRAXIS tests completed prior to their student teaching semester. Passing scores on all tests will be required before certification can be issued. The Praxis Series Registration information pamphlet is available through the Certification Office, 217 Hyatt Hall or go to the Praxis website at www.ets.org/praxis for more information. PECT information is available through in the Certification Office, 217 Hyatt Hall or www.pa.nesinc.com

Instructional I certification is required of all persons entering the teaching profession in the public schools of Pennsylvania. You will no longer receive a paper certificate in the mail. The only certificate you will receive will be issued electronically. You will apply and do all up-dates
for your certification through the Pennsylvania State Department of Education NOT Widener. You will be issued a PPID (Pennsylvania Personal Identification Number) that you will use throughout the certification process.

Many other states will also grant you an equivalent certificate when holding a Pennsylvania certification. However, other states may require that you complete appropriate certification tests for that state or additional requirements.

Upon completion of student teaching, you will have the opportunity to apply for your teaching certificate to the Pennsylvania Department of Education. A meeting will be held during the student teaching semester to explain the details of Pennsylvania certification an access to Teacher Information Management System (TIMS). One of the requirements for certification is that you have a medical examination, and this examination can be scheduled at the Widener University Health Center located on the main campus. At your expense, you may have this examination provided by a private physician.

School of Education, Hospitality, and Continuing Studies Portfolio Requirement

The School of Education, Hospitality, and Continuing Studies faculty have developed guidelines for the preparation of a teaching portfolio based on the School's curriculum outcomes. These outcomes have been adopted from InTASC (Interstate New Teacher Assessment and Support Consortium) Principles and appropriate SPA (Specialized Professional Association) standards, both of which are national standards for assessing teachers' competencies.

**All student teachers are required to complete an electronic portfolio. Additionally students cannot earn an “A” in student teaching or the accompanying seminar course without successfully participating in all phases of the portfolio requirement and achieving a score of “Proficient” in all ten InTASC Principles. Nor will students be recommended for teacher certification without successfully completing the process.**

During the student teaching semester, the portfolio is evaluated twice. At the start of student teaching, each student’s portfolio will be evaluated online by two School of Education, Hospitality, and Continuing Studies faculty (one of which is the student teaching supervisor). During the final two weeks of student teaching, students conduct a formal presentation of their portfolio to a faculty panel. **To receive credit for completing the assignment, students must place the pre-student teaching portfolio in “Decision Point 3” in TaskStream. Similarly, the post-student teaching portfolio must be placed in “Decision Point 4.”**

**EP Formatting and Content**

Students must utilize the TaskStream platform (located at www.Taskstream.com) in the creation of their portfolio. For technical assistance with Taskstream, students must contact the Coordinator of the Technology Lab or the graduate assistant for the technology lab (324 Kapelski, phone 610-499-8349). Assistance with portfolio content (e.g., artifact selection,
rationale statements, and InTASC interpretations) should be sought from the supervisor. Dr. Bolton can also assist you.

Suggestions for artifacts that address InTASC Principles can be found on the next 3 pages of this handbook. You are highly encouraged to vary the kinds of artifacts included in your portfolio. Lesson plans should be used on a *limited* basis. The inclusion of video clips, photographs (with descriptive information regarding the activity being recorded), assessment information about your students, and so forth, are very desirable.

The School of Education, Hospitality, and Continuing Studies recommends the text, *A Beginning Teaching Portfolio Handbook* (2007), by Bill R. Foster, Jr., Michael L. Walker, and Kim Hyunsook Song (Pearson Education: Saddle River, NJ), as a resource in developing the electronic portfolio. However, students must use Widener University’s guidelines for crafting INTASC interpretations and artifact rationale statements, which can be found in Appendices C and D.

**Suggestions for Portfolio Artifacts Aligned with the InTASC Principles:**

**InTASC 1 - Development:** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

- Lessons that address more than one domain of development (cognitive, affective, psychomotor)
- Activities that promote the development of the whole child
- Lessons that connect to and build on prior knowledge of students
- Evidence of developmentally appropriate practice (DAP) in lessons/unit plans

**InTASC 2 - Diversity:** The teacher understands how children differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Lesson plans that highlight different learning modalities
- Lesson plans that highlight different types of intelligences
- Lesson plans/units/selection of material that encourage understanding and valuing of diversity in its many forms
- Reflections on how to teach students with individual educational plans (IEPs).
- Reflections on how diversity affects instructional decisions

**InTASC 3 - Motivation/Behavior:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Classroom rules and consequences
- Seating chart with reflection on effectiveness
- Student or class behavior contracts
- Examples of positive reinforcement
- Activities that promote a positive classroom environment
- List and description of classroom routines/procedures
- Lesson plans with motivational activities highlighted
- Captioned photos or lessons demonstrating students working together collaboratively
- Activities that include cooperative learning and team projects
• Reflections on how students are focused toward intrinsic or extrinsic motivation

InTASC 4 - Making Content Meaningful: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.
- Lesson plans linked to national and PDE content standards
- Student work that demonstrates content understanding
- Interdisciplinary lessons and/or projects focused on essential concepts of the disciplines
- Activities that are linked to areas of current student interest
- Warm-ups or opening activities that excite student interest
- Successful completion of the PRAXIS
- Research papers, projects, or other demonstrable content materials in a particular discipline

InTASC 5 - Communication: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry.
- Research papers
- Student assessments of presentations
- Photos of bulletin boards, learning centers, etc.
- Power point presentation slides
- Student multimedia projects
- Student teacher-created handouts and overheads
- Lessons using electronic devices such as computer, graphing calculator, etc.
- Electronic applications for grading, taking attendance, etc.
- Writing sample
- Reviews of professional articles
- Videotapes of student practice

InTASC 6 - Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Examples of student teacher-created assessment tools such as: pre-post assessments, quizzes, tests, KWL, charts, performance activities
- Student work from a portfolio
- Lesson plans showing highlighted examples of informal assessment during the lesson (checking for understanding, polling, etc.)
- Anecdotal notes on individual students
- Running records
- Peer or self-assessed assignments
- Lesson plans showing the impact of assessment on planning
- Reflections demonstrating the impact of assessment on planning and/or instruction

InTASC 7 - Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Adaptation of instruction based on knowledge of the students, school, and community
- Reflection on and/or results of interdisciplinary, grade level, or team planning
• Outline of overall unit plan
• Highlighted examples of curricular connection to local, state, and/or national standards
• Reflection/description of collaborative planning with college supervisor or cooperating teacher
• Highlighted examples of lessons/activities connected directly to this class, school, and/or community

InTASC 8 - **Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
- Lesson plans demonstrating different instructional strategies
- Reflections on videotapes lessons
- Examples of performance based activities
- Lessons with questions and questioning techniques highlighted
- Games and learning center resource file

InTASC 9 - **Professional Growth/Reflection**: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Reflections on videotaped lessons or those observed by university supervisor
- Reflective journal entries
- Comparison of original lesson plan with revision
- Description/reflection and explanation of classroom use of ideas gained at in-service activities or conferences
- Annotated bibliography or reflection on professional reading, including how what is learned is translated into practice

InTASC 10 - **Collaboration**: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
- Annotated log of parent contacts
- Examples of student teacher-created materials (letters, newsletter articles, etc.) sent home to parents
- Collaborative lesson plan
- Notes taken at team meetings, parent conferences, etc.
- Captioned photos documenting participation in school events
- Description of referrals made to community agencies
- Certificates and letters of recommendation from activities including student/community activity (i.e. WSEA)
Guidelines for the Cooperating Teacher

The cooperating teacher plays an extremely vital role in the student teaching program by providing opportunities for the student to observe effective teaching styles, processes and procedures through the use of current strategies and materials. They work closely with student teachers daily in the classroom and in the school. The Commonwealth of Pennsylvania requires that cooperating teachers have a minimum of three years teaching experience, the last of which shall be in the school of current employment, and hold an Instructional II certificate in the area in which the student is seeking certification. The cooperating teacher must also be recommended by the school administration.

Widener University looks for cooperating teachers who are interested in working with a student teacher. He/she serves as a model of successful teaching, and will assist a student teacher to experiment with a range of methods and styles within the bounds of classroom and school requirements. The cooperating teacher supports the student teacher and encourages them to incorporate their experiences into structured teaching-learning strategies and procedures, for example, long/short range planning and impending instruction.

Students come to the student teaching experience with a strong preparation in the area in which they seek certification. They have taken a series of education courses, which include a field experience component. During these field experiences, students may have worked as tutors, served as teacher assistants or participated in both small and large group instruction. In many cases, they may have experience with elementary and secondary students outside of the classroom as camp counselors or volunteers in various service capacities.

Students, for the most part, however, have limited experience in taking on complete responsibility for a classroom. The cooperating teacher must help channel the student teachers in developing competence in the process of planning, teaching, and assessing students in the classroom setting. The cooperating teacher evaluates the student teaching experiences at the end of each day and provides relevant feedback for ongoing improvement. He/she helps to develop in the student teacher an awareness of classroom management skills, professional responsibilities, and a rapport with faculty and administration.

Widener University’s student teaching program aims to involve student teachers in a series of gradually more challenging tasks. Student teachers should:

- Begin with observations
- Continue with assisting the cooperating teacher with small tasks, tutoring or teaching small groups
- Progress to “taking over” one or more subjects/classes
- Proceed to full-time teaching

Progress in the assignment of new tasks will depend on the readiness of the student teacher and the needs of the local situation. The important consideration would seem to be the student teacher’s satisfactory completion of tasks at each stage. The student teacher is expected to
participate in all aspects of the cooperating teacher’s work, such as, attending faculty meetings, parent conferences, reviewing homework, and administering tests. The following are suggestions to assist in planning for the student teaching experience and in working with a student teacher.

**Before the student teacher arrives:**
- Inform the students and parents when possible, encourage students to look upon the student teacher as a member of the teaching team.
- Collect materials and textbooks for the student teacher to use
- Set aside work space for the student teacher, dedicate a desk
- Outline basic teaching responsibility for the experience
- Have a copy of the class schedule for the student teacher
- Verify student teacher arrival with principal
- Duplicate copy of class list, seating chart, school calendar, and classroom schedule

**Welcome period (first and second weeks):**
- Orient the student teacher to the school building, school personnel, support services, students, and community
- Arrange a meeting between the principal and the student teacher
- Share school rules, regulations, and policies (school handbook)
- Discuss expectations for the student teacher with respect to confidentiality, working hours, procedures to follow in case of illness, personal property, procurement of supplies, and other general responsibilities
- Explain your method of classroom or laboratory management, discipline, in addition, review the District’s policy and philosophy about these items
- Assist in arranging opportunities for the student teacher to observe other teachers
- Give the student teacher informal opportunities to adjust to being in front of the class
- Explain your methods of testing and grading, record keeping, and reporting to parents
- Help the student teacher become familiar with the location, operation, and procedure for using equipment
- Provide the opportunity for the student teacher to work with individual students
- Share curriculum completed prior to the student teacher’s arrival and review future educational goals
- Confer with the student teacher daily
- Provide daily commentary on student teacher performance
- Check teaching plans at least one day in advance of when they are used (initial them to show your approval)

**Observation and assistance (second and third weeks):**
- Explain developmental characteristics of the age group
- Explain unique characteristics of individual students that directly affect their learning
- Allow the student teacher to accept more and more teaching responsibilities
- Check teaching plans before they are used throughout the experience (initial them to show approval)
- Provide the student teacher with opportunities to observe and assist in parent conferences
- Demonstrate masterful teaching
• Alert principal and university supervisor if significant problem areas emerge
• Provide both written and oral feedback to the student teacher frequently
• Confer with the student teacher daily

Pre-service teaching (third week to end of experience):
• Demonstrate masterful teaching, a master teacher is one who demonstrates a standard of advanced proficiency in their subject area with documented evidence of student academic progress
• Promote self-evaluation of lessons by the student teacher
• Give the student teacher an opportunity to accept full responsibility for the class/schedule
• Encourage increasingly independent lesson plan development
• Continue informal daily evaluations, commending strengths
• Allow the student teacher freedom to try his or her own ideas and techniques reassure the student teacher that if a technique fails, it was not necessarily due to poor judgment
• Demonstrate techniques to help the student teacher remediate weaknesses
• Confer with the university supervisor before completion of the mid-term and final student teacher evaluation
• Complete and share the mid-term and final evaluations with the student teacher and university supervisor; the student teacher must initial the evaluations to indicate that a conference has occurred
• Submit your completed evaluation forms to the University supervisor

NOTE: Receipt of the evaluation forms initiates the payment of the Honorarium to the cooperating teacher

Guidelines for the University Supervisor

The role of a Widener University supervisor is vital to the development of a high quality student teaching experience and program. The supervisor serves as an ambassador for Widener University, and is the critical link in connecting the expectations of the University and the student teacher to the realities of the local school district. The supervisor is a guide, mentor, and resource person for the student teachers and their cooperating teachers. They also serve as an evaluator and reporter by observing and conferencing with student teachers.

Every effort is made to assign supervisors to students whose area of certification is consistent with the supervisor’s area of expertise. We also attempt to assign supervisors to students within a reasonable distance from their home or the University. Also, telephoning the cooperating teacher ahead of time to introduce yourself would be a great way to initiate a good rapport. Providing your home telephone number to the cooperating teacher would also be another way to initiate connectivity.

As a university supervisor one needs to keep in close contact via telephone and e-mail with each of his/her students prior to making visits. Ask about concerns, and provide your home telephone number. Emphasize your role as a counselor rather than merely as an evaluator. The expectation of the university supervisor is to observe each student teacher every week for 14 weeks and prepare a formal observation eight (8) times. Evaluate and confer with the student after each observation. Assign a final grade in consultation with the cooperating teacher.
The first visit should take place as soon as possible during the student teaching experience. This visit should be of an exploratory nature and should include separate discussions with the student and the cooperating teacher. Emphasize your supportive role. Stop at the principal’s office to introduce yourself and explain the purpose of your visit before going to the student teacher’s classroom.

Ensure that the student teacher and his or her cooperating teacher are making every effort to communicate well with each other and other school personnel. If a conflict appears to be arising, help the student teacher to discover ways of resolving the problem. However, if the student teacher is having problems, or has been placed in untenable circumstances, notify Dr. Bolton, the director student teaching at (610-499-4630) so that steps can be made to quickly remediate the situation. Likewise if the student teacher exhibits dispositions that are not professional, including arriving late more than one time to the student teaching placement, notify Dr. Bolton immediately.

It is the responsibility of the supervisor to spend sufficient time during each visit to observe an entire lesson so that the supervisor can make adequate judgments about the student teacher’s performance in the classroom. This observation should be followed by a conference with the student teacher. In addition, it should also include events that have taken place since the last visit. Consult regularly with the cooperating teacher, and schedule at least one visit with the principal.

Responsibilities of the University Supervisor

The university supervisor’s role as liaison between Widener University, the student teacher, and the cooperating teacher is multi-faceted.

University Supervisor’s Responsibility to the Student Teacher

Leadership: To facilitate the cooperative interaction between the student teacher and the cooperating teacher, staff, and school:

- meet with your assigned student teachers during the mandatory orientation seminar
- explain fully the role and responsibilities of being a Widener University student teacher
- help to ease the student teacher’s transition from college campus to the new school situation

Observation: To observe the student teacher in the classroom during the teaching process and to observe the ways in which the student teacher fits into the educational scene within the school:

- visit weekly for 14 weeks and complete a formal observation of the student teacher in a variety of classes/subjects eight (8) times during the 14 week assignment
- provide both oral and written feedback on a regular basis to the student teacher on his or her progress and performance
- use varied observational tools and techniques in observing the student teacher in action
Counseling: To tactfully communicate with the student teacher on the progress and performance observed:
- hold conferences with the student teacher
- serve as a listener/counselor for the student teacher, if needed
- provide the student teacher with information about varied Widener University support services available
- encourage the student teacher to have frequent dialogue with the cooperating teacher

Analysis: To use varied methods in analyzing teaching techniques used by the student teacher as well as interactions between the student teacher and the teacher:
- discuss teaching strategies that could be used by the student teacher through the use of varied observation tools and techniques
- provide, in a tactful manner, honest, constructive criticism regarding the student teacher’s progress and performance
- encourage frequent student teacher and cooperating teacher discussion

Evaluation: To provide a continuous process of examination and evaluation of the student teacher’s growth into the teacher role
To provide commentary to the student teacher:
- clarify the policy regarding evaluation of a student teacher
- provide feedback, written and oral, to the student teacher on his or her progress and performance on a continual basis
- provide a written evaluation to the student teacher for each 7-week placement, and a mid-term and final evaluation for a 14-week placement
- discuss, in depth, the evaluations with the student teacher
- evaluate the fulfillment of the requirements by the student teacher and the recommendations of the cooperating teacher, and give a final grade
- examine and evaluate the student teacher’s portfolio throughout the student teaching assignment

University Supervisor’s Responsibility to the Cooperating Teacher

Leadership: To facilitate cooperative interaction among the student teacher, the cooperating teacher, and school staff:
- explain policy regarding goals, philosophy, and organizational structure of the teacher education program
- confer about the various experiences and requirements the student teacher should have while with the cooperating teacher
- explain procedures regarding evaluation of the student teacher
- review the evaluation form and discuss the specific teaching competencies it presents

Observation: To observe the student teacher in the classroom during the teaching process and to observe the ways in which the student teacher fits in the educational scene within the school:
• observe the student teacher in a variety of classes/subjects once a week during the period of the assignment, and discuss the progress and performance of the student teacher with the cooperating teacher
• use varied observational tools and techniques in observing the student teacher in action

**Counseling:** To tactfully communicate with the cooperating teacher on the progress and performance of the student teacher:
• consult regularly with the cooperating teacher on his or her assessment of the student teacher’s progress and performance
• encourage the cooperating teacher to be supportive of the student teacher’s use of varied methodology and media
• encourage the cooperating teacher to help the student teacher develop increased competency in diagnostic and remediation skills
• encourage the cooperating teacher to allow the student teacher to develop increased independence in decision making as the assignment progresses

**Analysis:** To use varied methods in analyzing teaching techniques used by the student teacher as well as the student-teacher interactions:
• discuss with the cooperating teacher varied possible techniques/methods to be tried by the student teacher
• invite the cooperating teacher’s suggestions for techniques that will lead to the student teacher’s successful performance

**Evaluation:** To provide a continuous process of examination and evaluation of the student teacher’s growth into the teacher role and to provide feedback to the student teacher and cooperating teacher:
• confer with the cooperating teacher prior to the formal evaluation
• stress the importance of the student teacher’s formal evaluation
• discuss, in depth, the formal evaluation with the cooperating teacher
• collect the formal evaluation for the cooperating teacher

**Other Considerations**

Included in the supervisor packet are observation forms to be completed during each formal observation.

After reviewing the observation with the student teacher, have the student teacher sign the observation form. The student teacher must receive a copy.

Mileage report forms must be submitted for reimbursement at the end of each seven-week session. As outlined in the School of Education, Hospitality, and Continuing Studies, Policy and Procedure Handbook, Widener University will reimburse the university supervisor at the rate of .55 cents per mile for travel based on miles from campus or point of departure to site (whichever distance is shorter) and return to campus or point of departure (whichever distance is shorter).
If a student has two seven-week placements, a final evaluation is required at the completion of each placement. If a student has one, fourteen (14) week placement, a mid-term and a final evaluation are required. Each evaluation needs to be reviewed with the student teacher, and should include feedback from the cooperating teacher.

It is the responsibility of the supervisor to submit the cooperating teacher’s evaluations to the Office of Field Experiences & Certification. **Forms are due at the mid-term and end-point of the semester.**

All observation reports, mileage reimbursement forms, and formal evaluations are to be submitted to the Office of Field Experiences & Certification, located in 217 Hyatt Hall. The supervisor is responsible for submitting final grades **in writing** to the Office of Field Experiences & Certification upon the conclusion of student teaching.
Appendix A

Widener University Dress Code Policy for Field Experience & Student Teaching

Males:
Dress shirt
Tie
Dress slacks (Worn at the waist)
Dress shoes

Females:
Dress* or
Dress blouse
Dress skirt* or slacks
Dress shoes

* Appropriate length is important. No short skirts, dresses, etc.

All students:
- No sweats, jeans, sneakers, casual wear.

- No skin should be showing (mid section, cleavage, etc.), even when reaching over your head.

- Excessive jewelry should be avoided.

- Where possible, jewelry should be removed from piercings.
  (When not excessive, earrings are acceptable.)

- Visible tattoos should be covered where possible.

All students must meet or exceed the dress code of the local school district. If the local district or school is more casual than these guidelines, these guidelines supersede them. If the district or school code is more formal, the local guidelines supersede these.
Appendix B

Planning a Good Lesson

Following is the Widener University lesson plan format. The student teacher will be required to prepare lesson plans for every lesson that s/he is responsible for teaching. It is important to plan thoroughly and to remember that the student teacher will rarely teach a lesson as a single instructional activity. Most of the time lesson plans will reflect a series of lessons, building on previous instruction. The student teacher may develop a thematic unit, where they will prepare a series of lessons around a theme, integrating various curriculum areas. A series of lessons will be required for individual plans for all instructional activity.

Keep in mind that whenever a student teacher is preparing to teach, he/she must know what they want the pupils to learn—a concept or the whole idea. Furthermore, one must have a clearly articulated learning objective for each lesson based on the unit concept.

Once the student teacher has defined the objective, the next step is to answer the following question: *How will I know if my students have achieved this objective?* Therefore, you must select an assessment task that will provide feedback regarding students’ achievement of the objective. This assessment task might be something very formal and individualized, for example, an essay, Venn diagram, or lab report. It may also be as informal as a class discussion. The point is that the student teacher must always be aware of some means to monitor students' learning.

Once the student teacher defines the learning objective and assessment task, it is time to design a learning experience that will engage students with the concept or process that is at the heart of the objective. In order to achieve a success teaching experience, the learning objective must be consistent with the student teacher’s assessment task, as well as the lesson activity selected. In other words, a lesson is successful when students learn what it is the teacher wants them to learn.
Lesson Plan Format
School of Education, Hospitality, and Continuing Studies, Widener University

Teacher ___________________________             Date _____________________________
Subject and Grade _________________________  Start and End Time ___________________

A. Concept
   What is the overarching idea that links this lesson to other lessons in the unit? (i.e., ecosystem)

B. Objective(s): Student Will Be Able To (SWBAT)
   What do you want the students to know or be able to do after completing the lesson?

C. Related Standards
   Include the standard(s) of the State. See website.

D. Materials / Resources / Technology
   Include name of text or workbook and page numbers, handouts, classroom supplies, equipment such as projectors, computing hardware and software, visual aids, and manipulatives.

E. Procedures
   Write a step-by-step detailed outline of your lesson including:
   (1) Introduction/Motivation, (2) Developmental Activities, and (3) Review and Closure. Each of these three sections should provide you with a script to follow including all questions you intend to ask. Before teaching, write lesson objective(s) on the board.

1. Introduction (time span)
   What will you have students do in the first few minutes of class to "warm up" to your lesson? How will you introduce the lesson? How will you explain to students why the new material that they are about to learn is important? How will you relate new knowledge to students' previous experiences?

2. Developmental Activities (time span)
   Describe in detail, the student-centered and teacher-directed activities that will facilitate student achievement of identified objectives.

3. Closure (time span)
   Help connect the new information to previously learned information? (review, generalize, and apply)

F. Assessment
Feedback Mechanism - What instrument/processes will you use to determine students’ level of achievement (i.e. questioning, performance)?

Rubric/Rating Scale - List the criteria by which you will judge student achievement, as related to learning objective(s).

4 – Distinguished:
3 – Proficient:
2 – Emergent:
1 – Insufficient:

G. Assignments
What additional activities will the students do for homework, in learning centers, and as supplemental activities?

H. Accommodations for Individual Differences
Describe methodologies or practices used for the instruction and assessment of the individual differences of students.

I. Self-Evaluation / Reflection
Following the lesson, evaluate yourself and the lesson. For example, did the students meet the objectives? Were the students engaged? How good was my preparation and my methodology? What would I do differently the next time? What INTASC Principle does my performance during this lesson best reflect?
Appendix C

Guidelines for Crafting Portfolio INTASC Interpretations

_Imagination_ is a process wherein you think about the _meaning_ of each principle as it is broken down into _knowledge, dispositions, and performances_: What do these terms mean in the context of each of the ten principles and in the context of your particular certification area?

- Knowledge = what concepts and/or processes are inherent in the principle? What content is relevant to your area of certification? What do you need to know in order to demonstrate proficiency in this principle?
- Dispositions = what attitudes/feelings/values will you need in order to demonstrate proficiency in this principle? What is important about this principle in the context of your certification area?
- Performances = what do you need to be able to do in order to demonstrate proficiency in this principle? What does proficiency look like in your certification area?

As you construct your interpretations, take a moment to first reflect upon the knowledge, dispositions, and performances outlined for each INTASC principle in _A Beginning Teaching Portfolio Handbook_. The outlines provide a starting point for how each principle may be demonstrated. In interpreting each principle, you need to summarize the bullets under each of these headings; each interpretation must be in own words and can be no longer than 6-8 sentences. As you write, consider if your paragraph addresses the questions above. Your interpretation should be:

___ a clear and accurate description of the INTASC principle’s knowledge, dispositions, and performances
___ appropriate to the discipline and age level of your certification area
___ personalized

Here is an exemplar:

**Principle #8: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.**

In order to demonstrate proficiency in INTASC Principle #8, I must develop a repertoire of different instructional strategies that can be used in a variety of settings that address specific audiences, content, and levels of thinking. I need to be aware of the many different materials and resources that are available to support each of these strategies. I believe in selecting strategies that develop higher order thinking skills and I embed this value in each and every lesson objective so that my students have ample opportunity to think across all levels of Bloom’s Taxonomy. In addition, I must be aware of the strengths and limitations of alternative teaching strategies so that I can make appropriate selections when lesson planning. As an elementary teacher, it is important I engage my students in activities that are both hands-on and minds-on. I use student feedback to adjust my selection of teaching strategies. I can act in the role of lecturer, facilitator, or model based on the purpose of my instruction and my students’ needs.
Appendix D

Guidelines for Crafting Portfolio Artifact Rationales

A minimum of 2 artifacts for transition point 4 MUST come from student teaching placement/s. You can include more artifacts if you choose.

The e-portfolio is a comprehensive assessment of the knowledge, skills and dispositions required to be a successful teacher. A key way of evaluating teacher candidates’ possession of these indicators is to have students showcase their performances in these areas. We term these performances as artifacts in the portfolio assignment. Essentially, an artifact is evidence that you know what each INTASC principle means, and more importantly, what the principle looks like in action.

Artifacts on their own may be interpreted in many different ways, hence it is your job to outline why and how your artifacts demonstrate your understanding of each INTASC principle. An effectively crafted rationale statement will “connect the dots” for reviewers in this regard.

Crafting an effective rationale statement is an analytical process that requires reflection about yourself as a practitioner. Taking into consideration the requisite knowledge, skills, and dispositions of each principle, you are being asked to succinctly describe in a 6-10 sentence paragraph how and why the artifact you have chosen best demonstrates your command of the INTASC principle. References to best practices, educational theory, and research should be used to support your analysis when appropriate. Keep in mind that reviewers will expect you to draw from your vast learning experiences in a teacher preparation program to make connections with how you intend to actually practice as a teacher.

Rationale Example for Principle #6 (a.k.a. the Assessment Principle)

Principle #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

I included two related artifacts to demonstrate INTASC Principle Six. The inclusion of the FBA I developed in my Classroom Management course demonstrates INTASC 8. When a student is assigned an FBA, it is important to continuously assess the student's intellectual, social, and emotional development. In developing this plan I was able to assess the student’s progress in the classroom and develop teaching practices to meet his needs. Students like C.J. need to be evaluated both informally and formally. These assessments can be used to make a valid conclusion on student learning. As a teacher, I will need to incorporate various forms of assessments in order to help myself evaluate students at various times throughout the year. Student assessments will help me, as a teacher, gain insight into what information is clearly understood and what needs to be emphasized more. The type of assessment that I give to students will depend on different situations and topics that are covered in classrooms. In my classroom I will recognize that there is no single correct form of assessment. It is also important for me to understand that not all students test well, which is why informal testing is as
equally important as formal testing. I understand that providing continuous assessments will help me be able to effectively make changes to my teaching strategies in order for students to benefit the most from instruction. Continuous assessment will also help students who struggle with formal assessments since it provides equal opportunities to demonstrate learned material.

**REMINDER:** Transition point 4 requires two artifacts from student teaching experience. You may include other artifacts, but 2 must come from student teaching.
Appendix E
Student Teacher Assistance Program

A student who is unsuccessful in the student teaching placement, as judged by his cooperating teacher and university supervisor and in consultation with the Director of Student Teaching, will be removed from that placement for reasons other than academic cause not related to an emergence health issue defined by a medical physician (See Handbook).

In special instances regarding performance or conduct, the Director of Student Teaching, in communication with the university supervisor, may remove a student from student teaching. The supervising team will prescribe specific steps the student teacher will have to take before being placed to repeat student teaching, or to complete the current placement.

Prior to repeating a student teaching placement, the candidate will sign a document stating if the candidate is not successful in the repeated student teacher placement, or the second placement with outlined recommendations, the candidate will be removed from the student teaching and not be assigned another student teacher placement and be removed as a teacher candidate at Widener University.

A student teacher may be identified as needing assistance when exhibiting one or more of the following characteristics:

a) Deficit areas as noted during field experiences or classroom performance in the curriculum area
b) Recommendation for assistance by a faculty member familiar with students’ abilities
c) Inadequate knowledge of content area
d) Lack of skill in classroom management techniques that prohibit learning from occurring
e) Demonstrates poor dispositional demeanor which interferes with a positive learning environment
f) Does not plan effectively
g) Does not implement plans so that learning occurs, or plans fail to meet standards set by partner/cooperating teacher
h) Does not plan for or adapt instruction to meet students’ individual needs
i) Earns an unacceptable rating in any area of competency on student teacher evaluation instrument categories
j) Exhibits poor oral and/or written communication skills which interfere with the learning process
k) Cannot self-evaluate to determine problem areas, lack of effectiveness when teaching or planning, and lacks techniques that would contribute to improvement
l) Does not respond to reflection by adapting instruction to enhance instruction.

Specific Problem Areas

I. Commitment

a) Frequent, unexcused absences
b) Does not complete assignments on time
c) Does minimal in the preparation of assignments
d) Unable, unwilling to improve
e) Unwilling to work more than minimal hours
f) Does not take suggestions or offer suggestions
g) Leaves classroom without explanation when partner teacher is teaching
h) Leaves class and students unattended
i) Unwilling to attend after hours activities such as faculty meetings
j) Making little attempt to collect own materials—relies solely on materials supplied by partner/cooperating teacher.

II. Instruction

A. Poorly Planned
   a. No presentation of content
   b. Materials not ready
   c. Candidate seems to be making up lessons ‘as they go’
   d. No long range planning skills
   e. No cohesiveness within or among lessons
   f. Lesson materials and activities do not match objectives
   g. Lessons deemed unacceptable by partner/cooperating teacher and no improvement in lesson after written/oral feedback from partner/cooperating teacher

B. Content
   b) Rates poorly on content evaluations
   c) Teaches incorrect content
   d) Looks to students for most of content information
   e) Makes no effort to acquire correct content

C. Appropriate Level of Instruction
   a) Consistently delivers instruction at inappropriate time/s
   b) Has little knowledge as to appropriate levels of instruction

D. Technique
   a) Can not adjust instruction to meet students’ needs
   b) Can not adjust instruction to student ability levels
   c) Lessons are consistently boring

E. Student/Teacher Relationship
   a) Students demonstrate a lack of respect for student teacher candidate by looking for ways to “test” or catch the student teacher in mistakes
   b) Can not adjust to cultural, racial, economic, academic, or gender differences among students

F. Partner/cooperating Teacher
   a) Student teacher candidate does not meet expectations of the cooperating/partner teacher (planning, communications, dispositions, instruction)
   b) Evaluation techniques, lesson delivery, or planning is not appropriate for classroom
   c) Student teacher does not accept feedback or incorporate partner/cooperating teacher’s suggestions or ideas into lessons
   d) Has communication problems with partner teacher
      i. Does no share ideas or plans for teaching
      ii. Does not share information about students
iii. Does not initiate appropriate social interactions with cooperating/partner teacher

III. Management
   a) Has difficulty developing an effective management plan
   b) Can not establish a reasonable sense of authority in the classroom
   c) Students take advantage of the student teacher
   d) Student teacher has punitive attitude towards students; frequently yells to attempt to gain control
   e) Has adversarial relationship with students, cooperating/partner teacher, or others
   f) Has no organizational or professional responsibilities, or cannot effectively manage those assigned to him/her

IV. Dispositions
   a) Exudes a “know-it-all” attitude towards others
   b) Indifferent to students- shows no interest in them or their problems
   c) Talks about students and others in inappropriate settings
   d) Exhibits irrational reactions to students, stress, or observations
   e) Is unwilling to deal with non-instructional aspects of teaching-nurturing, counseling, problem solving, paperwork, communications with parents, etc.
   f) Has communication problems with partner teacher
      i. Does no share ideas or plans for teaching
      ii. Does not share information about students
      iii. Does not initiate appropriate social interactions with cooperating/partner teacher

V. Judgment
   a) Shows bad judgment in language used in presence of students
   b) Interacts inappropriately with students
   c) Using or showing up for teaching after using drugs or drinking alcohol
   d) Using time poorly, inappropriately at school
      a. Texting or using cell phone
      b. Over-socializing with students/staff/fellow student teachers
      c. Doing work for other classes at placement
      d. Inappropriate social relationships with students or adults in school
      e. Poor hygiene

GENERAL PROCEDURES FOR THE REMEDIATION OF MARGINAL STUDENT TEACHERS

A student who is unsuccessful in the student teaching placement, as judged by his cooperating teacher and university supervisor and in consultation with the Director of Student Teaching, will be removed from that placement for reasons other than academic cause not related to an emergency health issue defined by a medical physician (See Handbook).

In special instances regarding performance or conduct, the Director of Student Teaching, in communication with the university supervisor, may remove a student from student teaching.
The supervising team will prescribe specific steps the student teacher will have to take before being placed to repeat student teaching, or to complete the current placement.

Prior to repeating a student teaching placement, the candidate will sign a document stating if the candidate is not successful in the repeated student teacher placement, or the second placement with outlined recommendations, the candidate will be removed from the student teaching and not be assigned another student teacher placement and be removed as a teacher candidate at Widener University.

1. Deficiencies will be noted (see attached referral forms) by university supervisors and/or cooperating/partner teachers. Next Steps will be noted, initially on the evaluation document, with specific suggestions for improvements. If field based assessment forms are used, attach them as documentation that includes feedback and recommendations clearly noted on the forms.

2. Follow-up visits will be conducted by any or all of the following: the director of student teaching, the university supervisor, or a School of Education, Hospitality, and Continuing Studies faculty member at a minimum. The visits will be scheduled with the student teacher and cooperating/partner teacher.

3. Additional steps for improvement will be provided at each visit, with continued monitoring of previous “Next Steps.”

4. If the student teacher has difficulties, see deficiencies or implementing constructive feedback, he/she may be videotaped, audiotaped, or observed by specialists (i.e., chair of the English department if grammar is a problem, the Principal if discipline is an issue, etc) in order to critique performance. During the internship, the video may be viewed in coordination with the university supervisor and the partner/cooperating teacher to pinpoint areas of improvement. Once again, any constructive feedback will be presented in writing. At this point, it may be necessary to receive verbal and/or written feedback from the student teacher to indicate a clear understanding of what is required in order to continue the placement.

5. Student teachers will be provided with the following list or resources which may be used in remediation of deficit areas. When resources are used, student teachers must document how they were used as a remediation and include a reflective analysis of success or failure.
   a. Lee Canter assertive discipline techniques
   b. Mentor teachers as advisors
   c. Intern seminars
   d. Cooperating schools administrators
   e. Videotapes of exemplary teachers
   f. Published videos or other printed materials available for insights and ideas to improve particular problematic areas
   g. Peer tutoring
   h. School of Education, Hospitality, and Continuing Studies’ faculty and staff
   i. Individual instruction through the assistance for student teacher coordinator-contracting, remediation plans, etc.

6. If deficits continue through the student teaching and remediation steps are not effective in improving performance, the following options are available:
   a. Decide if public school students are “at risk”. If so, placement will be discontinued immediately.
b. Decide if the problem is remediable; if so, continue “Next Steps”, with more intensive assistance and monitoring. If not, call student in for staffing to consider options.

c. Decide if a new placement is warranted
d. Counsel student into another degree area

e. Decide if long-range remediation plan is necessary. Develop that plan to meet the specific deficiencies noted. Successful completion of long-range remediation will determine the possibility of a second attempt at student teaching. This second attempt will be closely monitored by student teacher assistance team.

It must be noted that every effort will be made by the School of Education, Hospitality, and Continuing Studies’ faculty to promote each student teacher to the degree that they become quality, effective, creative, and enthusiastic teachers. However, we feel we have a more intense obligation to our future—the students in our public school. Therefore, we will not hesitate to counsel perspective teachers into other fields of study when it has been demonstrated, repeatedly, and after individual assistance, that their presence in a classroom is detrimental to student achievement.

A final grade of “B+” is the highest grade assigned to a teacher candidate that is placed in student teacher candidate assistance.

Signed: __________________________________________________
DOCUMENTATION: STUDENT TEACHER CONSULTATION

Date: __________________________

Student Teacher: ____________________________

Areas of Concern:
1. 
2. 
3. 

Recommendations: 

Next Steps:

____________________________________

____________________________________

(University Supervisor)  (Date)  (Student Teacher)  (Date)
Student Teacher Assistance Contract

In order to successfully complete student teacher Remediation, the following competencies must be clearly demonstrated as documented by two of the following observers/evaluators: Widener University supervisor, Widener University director of student teaching, or cooperating teacher.

__________________________________  ____________________________________
(University Supervisor) (Date)    (Student Teacher)  (Date)  

_____________________________  ______________________________
(Advisor)   (Date)   (Director of Student Teaching)(Date)
Appendix F

Criminal History Report Requirements

The Commonwealth of Pennsylvania requires that students enrolled in educator preparation programs, at the initial or advanced level, must undergo three criminal history checks in order to participate in classroom teaching, internships, clinical or field experiences that involve direct contact with children.

Upon admission to a School of Education, Hospitality, and Continuing Studies program leading to a first or additional certification, students must apply for three background clearances and submit the originals of the returned reports to the Office of Certification, located in 217 Hyatt Hall.

Special Notes:
✓ Criminal history reports need only be submitted once unless the student has a break in enrollment other than the summer.

✓ Criminal history reports must not be older than 1 year at the time they are submitted to the Office of Field Experience & Certification.

✓ Originals of each report must be submitted for inspection. A copy will be maintained in the student’s file and originals will be returned to the student.

✓ Fingerprint clearances performed outside of the Commonwealth of Pennsylvania cannot be accepted.

✓ Current students with clearances that date prior to April 1, 2006, must renew the Child Abuse History Clearance and the Pennsylvania State Police Criminal Record Check. Likewise, they must also complete the Federal Criminal History Record (Act 114).

Failure to comply with the criminal history report requirement will bar students from enrolling in coursework containing a field component.

How to Apply for Criminal History Reports

1. The Federal Criminal History Record (Act 114), a.k.a., FBI Fingerprinting must be completed through a two-step process. Step 1 pertains to registration and payment. Step 2 involves going to a fingerprinting site with ID to have your fingerprints recorded for processing. Registration information and other details may be found at https://www.pa.cogentid.com. You will receive a receipt once your prints are recorded (keep it); however, it is the certificate that you receive in the mail approximately 3 weeks afterwards that must be submitted to the Office of Field Experiences & Certification.

Cost: approx $40.00
2. The Pennsylvania State Police Request for Criminal Records Check (Act 34) may be completed online at https://epatch.state.pa.us. Choose the "non-registered users" option and select "Submit a New Record Check." Complete the online application by providing the personal information requested. In most cases a report is returned within minutes. Click on the Control # and then "Certification Form" to obtain and print the official record report. Cost: $10.00

3. The Child Abuse History Clearance (Act 151) does not have an online application process. Applicants must complete a paper application that may be found at: http://www.dpw.state.pa.us/ServicesPrograms/ChildWelfare/003671038.htm. Choose form CY-113, which is located a towards the middle of the website (must scroll down to see/access). Mail the report to the address provided on the form along with a money order for $10.00. The results of your clearance report will be mailed directly to your home address in approximately 14 days after receipt by the Dept. of Public Welfare. Submit the returned clearance report to the Office of Field Experience & Certification, 217 Hyatt Hall.

Questions regarding criminal history reports may be directed to:

The Office of Field Experiences and Certification
610-499-4373 (secretary) or 610-499-4360 (director)
Appendix G
Widener University General FERPA Release Form

CONSENT TO RELEASE STUDENT INFORMATION

The Family Educational Rights and Privacy Act of 1974 ("FERPA") grants certain rights, privileges and protections to students concerning education records maintained by Widener University. Accordingly, the University generally will not share a student's academic and/or financial records (apart from directory information) with third parties, including parents, without student consent. At the same time, the University will share a student's-education records where the student has given consent and in other cases permitted by federal law and University policy. FERPA and the University Policy Pertaining to the Confidentiality of, Access to, and Disclosure of Student Records ("University Policy") protect the privacy of student education records and generally limit access to the information contained in those records by third parties. FERPA and University Policy, however, do provide for situations in which the University may, at its discretion, and sometimes must, disclose information without a student's consent. For example, the University may disclose education records to a parent without the consent of the student if the student is listed as a financial dependent on the parent's federal income tax return when the University determines such disclosure is merited.

You may choose to grant Widener University the right to disclose education records to certain individuals in accordance with FERPA and University Policy by filling out and signing this consent form.

You have the right to revoke the permissions granted herein at any time by submitting your written revocation to the Registrar's Office. Such revocation will not affect disclosures made by the University relying on your consent prior to receipt of such notice of revocation.

Student’s Name: ____________________________________________
University ID No: ___________________________________________

I have listed below the individual(s)/agency(ies) to whom the University may release information from my education records:

Name: ________________________________________________________
Relationship to Student: __________________________________________
Address & Telephone No: ________________________________________
Purpose of Disclosure: ___________________________________________

Name: ________________________________________________________
Relationship to Student: __________________________________________
Address & Telephone No: ________________________________________
Purpose of Disclosure: ___________________________________________

The above named individual(s)/agency(ies) may have access to the following information (examples: all academic information, all financial information):
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

_______________________                        ______________________________________________________
Date      Student’s Signature
Appendix H

CHAPTER 235
PENNSYLVANIA’S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 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.

Section 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.

Section 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.
Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:
(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
(3) Professional educators shall maintain high levels of competence throughout their careers.
(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 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.
Section 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.

Section 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.

Section 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.

Section 9. Improper personal or financial gain
(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.

Section 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.

Section 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.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

For further information, please contact:
Carolyn Angelo, Executive Director
Suzanne Markowicz, Administrative Assistant
Professional Standards and Practices Commission
9th Floor - 333 Market Street
Harrisburg, PA 17126-0333
(717) 787-6576
VIDEOTAPING INFORMATION FOR STUDENT TEACHERS AND INTERNS

The School of Education, Hospitality, and Continuing Studies strives to prepare students to be professional, skilled reflective decision-makers. Student teachers and interns are encouraged to be reflective teachers by being videotaped so they can see themselves and evaluate their teaching. The videotaping helps you capitalize on your strengths and look for ways to improve.

The videotaping of one lesson is an instructional tool to help you become a better teacher. By using the videotape, you can see your teaching in action and can more thoroughly understand critiques and suggestions you have received. You view the tape and receive feedback on the lesson from your cooperating teacher and university supervisor. The videotaping of one teaching activity is a course requirement. You may arrange additional videotaping sessions.

Videotaping Suggestions for Student Teachers

1. Ask your cooperating teacher about the videotaping policy at your school. If required, be sure to obtain parental permission prior to videotaping. A sample permission form is included in the handbook.

2. Before your lesson begins, use the camcorder to pan your classroom. Include audio to explain important aspects of the environment. Set the stage for your lesson by recording what you expect to accomplish or what you would like to evaluate in the lesson. This portion is videotaped without students present.

3. Tape the lesson from beginning to end. The beginnings and endings of lessons are very important. Avoid omissions in order to gain a complete assessment of teaching skills. It is important to provide a complete and authentic view of the lesson.

4. The videotape should focus on the students as well as the teacher in order to assess the students’ reaction to the lesson. Students may be a little shy or boisterous with their first exposure to being videotaped. Therefore, it is sometimes beneficial to practice being videotaped.

5. Evaluate your lesson using one of the evaluation forms provided in this handbook or another which you have selected with your university supervisor.

6. View the videotape the same day that it is made. Write your reflections and evaluations of the lesson. Some cooperating teachers may want to see your analysis before they evaluate your teaching.

7. Share with your students why you are being videotaped. You may even allow them to view themselves on tape.

8. The cooperating teacher and university supervisor should view the videotape and provide feedback within a week of taping.
9. It may be beneficial to evaluate and be evaluated by peers in order to gain multiple perspectives and see different styles of teaching.

10. Save your tapes and record a few lessons throughout the year. These tapes will allow you to reflect on your changes and growth in teaching.

11. Your videotapes may be used as part of your professional portfolio.

12. **Enjoy** the challenges you meet in the classroom and **learn** from them.

**OTHER INFORMATION:**
Student teachers must provide their own videotapes/DVD’s so that they can keep them. If you have questions, please contact:

Dr. Marcia Bolton  
The Director of Student Teaching  
Widener University  
One University Place  
Chester PA 19013  
610-499-4630
Student Name___________________________________

VIDEOTAPING RELEASE FORM
Parents/Legal Guardians:
Within the next few weeks, your child’s student teacher will be videotaping
teaching a lesson. The purpose of this experience is to improve instruction and
evaluation skills of the student teacher.

Although the videotaping will focus on the teacher, it is possible that some students may
appear in the tape. Please provide your permission below for your child to be in the
videotape. Please sign the form and return it to your child’s teacher.
Thank you.

My child may participate in the classroom videotaping of his/her student teacher.

(Signature of parent or guardian)    (Date)

I request that my child not be included in the classroom videotaping of his/her student
teacher.

(Signature of Parent or Guardian)    (Date)
VIDEOTAPE SELF-ASSESSMENT OF COMMUNICATION

Place a plus by well-developed skills and a minus by any skills that need improvement. Please make additional comments as necessary.

+ = Well-developed
- = Needs Improvement

Oral Communication Comments
- Overall verbal expression
- Appropriate Volume
- Articulation
- Appropriate grammar

Non-Verbal Communication
- Eye contact
- Approachability
- Positioning in room
- Posture
- Interaction patterns
- Facial expressions

Written Communication
- Appropriate usage
- Correct Spelling
- Legible handwriting
- Correct punctuation and capitalization

Affective Qualities
- Accepting and tolerant
- Encouraging and supportive
- Friendly and warm

Respond to these reflective questions
1. What did I like best about the lesson?

2. What would I change about this lesson?

3. What did I learn about teaching and the learning process?

SELF-EVALUATION/REFLECTION GUIDE
Lesson Topic: Date:

1. How well did you use your voice? Did you speak clearly? Was the pace comfortable for your listeners? Did you use Standard English? Did you use “filler” words such as “OK” and “you know”? 

2. How well did you use your body? Did you use any distracting mannerisms? How well did you circulate among students? Did you face the class when you spoke?

3. What feedback did you receive from students about your lesson?

4. What was the strongest part of your lesson? Why?

5. What part of the lesson was least effective? Why?

6. If you could teach the lesson again, what would you do differently? Why?

7. Were the lesson objectives met? How did you determine this?

8. What have you learned from teaching this lesson?
APPENDIX I

Suggested Observation Techniques for Supervising Teachers

Beginning of Class Activities

- Did the class start on time? (How long after?)
- Was there a bell to start class?
- Was there an anticipatory set?
- How long did “roll call” take? What did the students do during this time?
- Were the students in their seats when the bell rang?
- Which of these techniques did you like?
- How would you have done things differently?

Daily Objectives

- Was an objective for this class period given? What was it? When was it stated?
- Was their a review of what was learned yesterday?
- Was it evident that the teacher had objective(s) for this class period?
- Did the class or teacher digress from objectives?
- Were the objectives reached by the end of the period? If not, why not?
- Did the closure include a summary of the objectives?
- Which of these techniques did you like?
- How would you have done things differently?

Directions

- How were directions given?
- Was everyone listening?
- How did the teacher get everyone’s attention?
- Was the teacher clear?
- Was the teacher concise?
- What was the noise level during directions?
- What was the body posture of the students during directions?
- Did the students seem to understand the directions?
- Did the teacher check for understanding? How?
- Were the directions given more than once?
- How would you change the presentation of the same directions?

Expectations

- Were there stated expectations? Were they clear? Were they reasonable?
- Did the students seem to already know what was expected?
- Did the students’ behavior correspond with the stated expectations?
- Did the expectations help the students focus on the desired outcomes?
- How would you have stated the expectations differently?

Discussion/Presentation

- How did the students input? Raise hands? Call out? No response?
- How effective was the student input?
• If more than one type of student input was observed, which seemed to be most effective and why?
• Did the learning remain focused? Did the teacher digress? Did the students digress? How did the teacher pull them back together again?
• What percentage of the hour was lecture (no student comments)?
• Did the teacher use active participation? List examples:
• What was the noise level for each kind of presentation used?
• Did you observe cooperative learning?
• For the lesson being presented, what presentation mode would you have used?

Pacing

• Did the period move along smoothly?
• What did the teacher do to maintain or pick up the energy level?
• How did the teacher challenge the students?
• What did the teacher do to make the lesson interesting?
• What novelty type activities did the teacher use?
• Would these teaching techniques be something that you might use?

Sequencing

• Did the lesson go from known to unknown? What was the “known”?
• Did the lesson go from simple to complex?
• Did the lesson “go step by step”?
• Did the students seem to follow and understand the lesson?
• Could you follow and understand the lesson?
• Did the teacher monitor and adjust the lesson?
• How did he/she adjust the lesson?
• How would you have done it differently?

Motivation

• Was there any creativity in the presentation?
• What motivational techniques do you plan to use?

Classroom Management of Media and Materials

• How were the materials distributed? What was the noise level? Was the process efficient?
• Did the students have their own materials with them?
• Did the students have their own textbook or were they distributed in class?
• Is there a place in the room for students’ folders?
• Did all the students have a pencil? If not, how did the teacher handle this?
• Was there a homework assignment due that day? How many students either forgot it or did not do it? How did the teacher react?
• Were there disruptions caused by students who did not have a pencil, paper, homework, or textbook?
• How would you handle distribution of materials in class?
• What would you do about students who come to class without their text, pencil, etc.?
Media in the Classroom

- Which of the following were used in the classroom?
  - Chalkboard, Overhead, Recordings, VCR, Filmstrips, Movies, Computer(s)
- How smooth was the operation or use of these?
- Did the use of media effectively contribute to the lessons?
- What was the noise level during the use of media?
- What are the advantages of using media?
- What are the disadvantages of using media?

Student Behaviors

- What student disruptions did you observe?
  - Whispering
  - Talking out loud (Interrupting)
  - Writing and/or passing notes
  - Reading during lecture or discussion
  - Non-participation
  - Inappropriate responses or questions
  - Getting out of seats without permission
  - Students who do not have materials
  - Students chewing gum or eating candy
  - Others ______

- What evidence of on-task behaviors did you observe?
  - Eagerness
  - Raised hands
  - Intelligent responses
  - Effort to try
  - Enthusiastic participation
  - Others ______

Teacher's Response to Student Behaviors (Discipline)

- What positive reinforcers did the teacher use?
- What negative reinforcers did the teacher use?
• Is the tone of the classroom affected by the choice of reinforcers used?
• Did the teacher sometimes ignore good behavior?
• Did the teacher sometimes ignore bad behavior?
• Were individual behavior problems addressed in front of the whole class or privately?
• Did the teacher use any non-verbal discipline techniques? What were they?
• List some positive responses used by the teacher?
• List some negative responses used by the teacher?
• What was the overall tone of the class?
• Were there more positive or negative responses by the teacher?
• Did the teacher responses (either positive or negative) seem to fit the behavior of the students?

About a particular discipline problem:
  o What did the student do wrong?
  o How did the teacher respond?
  o Did the student’s behavior then change for the better?
  o How comfortable would you feel using this technique?
  o What might you have done differently?
• What did the teacher do to raise the level of concern?
• Did the teacher use feeling tone?
• Basically was the administering of discipline more authoritarian (teacher dominated), behaviorism (democratic), or humanism (understanding)?

Non-Verbal Communication

• What non-verbal teacher behaviors did you observe? How effective were they?
• What non-verbal student behaviors did you observe? Did the teacher respond?

Grading Policy

• Are grades mentioned during class?
• Do grades seem to motivate good student participation/behavior?
• How are daily grades recorded during class? Privately? Publicly?
• Who hands back graded student papers in class?
• Do students grade one another’s papers in class? If so, does the teacher give specific directions as to how to mark them?
• Are grades an integral part of this class?
• How do you feel about the confidentiality of grades?
• What are the advantages and disadvantages of grading papers during class?
• How important will grades be in your classroom?

Ending of Class Activities (Closure)

• What did the teacher do for closure?
• Was there a summary? Who contributed? Teacher and/or students?
• Did closure include a check for understanding?
• Did you have a sense that the teacher was aware of the time and trying to wrap up for a good ending?
• Did the class have an ending or did it just stop?
• Was dismissal rowdy or quiet?
• How would you have dismissed the class?

Bloom’s Taxonomy

• What level of Bloom’s taxonomy did you observe:
Knowledge Comprehension
Application Analysis
Synthesis Evaluation

- What is an example of each of the domains observed?

Learning Styles

- In what ways did the teacher employ visual learning?
- In what ways did the teacher employ audio learning?
- In what ways did the teacher employ kinesthetic learning?
- Are you more visual, audio, or kinesthetic when it comes to your personal preference for learning?
- Give an example of how you could employ all three learning styles in your teaching?

Classroom Atmosphere

- Which of the following describes the classroom you observed? (Circle)

Quiet Good classroom management and control
Attentive Chairs/desks straightened
Lots of participation Student's work displayed
Lots of disruptions Creative bulletin boards
Sitting up attentively Windows
Slouching or leaning back on chairs No windows
Students interacting (instead of listening Organized look to the room
and participating) Messy look to the room
Students making fun of others Teacher seems intimidating
Students accepting each other Teacher and students seem relaxed
Cheerful, friendly students Others
Rowdy, noisy, and/or crabby students

- How comfortable were you in this setting?
- What would you change?

Teacher Personal Characteristics

- Which of the following personal characteristics did the teacher display? (Circle)
Calm Rarely compliments Intimidating
Pleasant Friendly Energetic
Angry Dresses neatly Recognizes group effort
Enthusiastic Sloppy dress Recognizes individual effort
Firm Confident Compliments easily and often
Fair Prepared Easily flustered
Strict Organized Admits errors
Sense of humor Listens to students Can think on his/her feet
Relaxed (laid back) Understanding, caring Shares relevant personal stories
Tense Stays mostly in one place
Excitable Walks around the room

- Which of these personal characteristics best describe you?
- What are some of the personal characteristics that you would like to improve

Adapted from Northern Michigan University School of Education student teacher guide.