

Secondary Education Teacher Candidate Handbook

A Guide for

- **Mentor Teachers**
- **Teacher Candidates**
- **University Supervisors**



**Fall 2017
Spring 2018**

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THE STUDENT TEACHING EXPERIENCE

Dear WCU Teacher Candidate:

You are about to begin an exciting phase of your teacher preparation, student teaching. During this experience, you will continue to gain additional practical knowledge as well as an understanding of how educational theory connects to instruction in the classroom. You will plan and teach a variety of lessons and encounter the everyday and sometimes not so everyday problems related to education. It is a time to try your ideas and to listen and learn from your mentor teacher and the students. You will have an opportunity to grow both personally and professionally. Savor this time, enjoy each day's challenges and rewards, and reflect on all that occurs.

An invitation has been sent to your mentor teacher via e-mail inviting your mentor teacher to attend a workshop. These workshop sessions are designed to provide important information concerning the role of the mentor teacher and an opportunity to gain additional insight and experience in the supervision of teacher candidates. Your mentor teacher will receive a separate e-mail regarding the honorarium. The honorarium form will be contained in the e-mail as an attachment. This form must be completed and returned in order that we may process the mentor teacher's stipend.

Remember, you are an ambassador from West Chester University. Your conduct and performance will not only demonstrate your skills, but also attest to the quality of the University which you represent.

Best regards,

John Carr, Ed.D.
Associate Director
Office of Clinical Experiences
West Chester University

James B. Price, Ph.D.
Director
Office of Clinical Experiences and
Candidate Services
West Chester University

QUICK REFERENCE WHAT TO DO IN CASE OF:

SITUATION - Illness, family emergency, funeral, etc.
ACTION - Telephone your Mentor Teacher, and University Supervisor

SITUATION - Change in daily school schedule (for example, special assemblies or standardized testing)
ACTION - Telephone your University Supervisor immediately

SITUATION - In-service day, Back To School Night, parent conferences, field trips
ACTION - Attend with mentor teacher if the principal permits
Telephone your University Supervisor

SITUATION - Faculty strike
ACTION - Telephone your University Supervisor

SITUATION - Inclement weather
ACTION - Listen to designated radio or television reports which announce whether the school is open, closed or delayed.

IMPORTANT TELEPHONE NUMBERS

Coordinator of Field Experiences _____

University Career Development Center _____

University Certification Office _____

University Supervisor #1 _____

University Supervisor #2 _____

Mentor Teacher #1 _____

Mentor Teacher #2 _____

School Office #1 _____

School Office #2 _____

Note: ALWAYS check with the Mentor Teacher and University Supervisor regarding proper procedure and whether they wish to have you telephone them at home.

PROGRAM DESCRIPTION

Commonwealth of Pennsylvania Regulations

Rules and regulations set forth by the Commonwealth of Pennsylvania establish the framework for West Chester University's Teacher Education Program. The University has been given program approval by the Commonwealth for the certification of teachers. Through periodic review by the Pennsylvania Department of Education, the University maintains program approval leading to certification of teachers.

Preparation and Assignment of Student Teacher Candidates

Normally, student teaching occurs during a student's eighth semester or for a post-baccalaureate student, after completion of a prescribed course of study. For most students, the specific semester is determined by the number of credits completed and Formal Admission to the Teacher Education Program. The primary purpose of the student teaching experience is to provide an opportunity for the acquisition and demonstration of instructional competence by the teacher candidate. Mentor teacher assignments for student teaching are made by the Director of the Office of Clinical Experiences and Candidate Services for the **Early Grades Preparation Program, Middle Grades Preparation Program, dual Early Grades Preparation and Special Education, dual Middle Grades Preparation and Special Education, Special Education (with content area), Secondary Education (content area), Health and Physical Education and Music Education**. Teacher candidates are assigned to specific mentor teachers, not to a school or school district. All student teaching assignments are full-day, full-time experiences for which students receive 12 semester hours of credit.

GENERAL RULES AND POLICIES FOR TEACHER CANDIDATES

TEACHING RESPONSIBILITIES

The first obligation of the teacher candidate is to fulfill as effectively as possible every role of the teacher. The teacher candidate is urged to participate as fully as possible in the activities of the host school including after-school activities. Student teaching is the culminating activity of the Teacher Education Program and is a full-time responsibility. The teacher candidate's actions impact, not only upon the teacher candidate, but also upon the pupils, the mentor teacher, the hosting school, and West Chester University. Therefore, the student teaching experience must take precedence over all other commitments.

ATTENDANCE

The teacher candidate is responsible for the full teaching day. The teacher candidate reports to his or her school at the same time that the mentor teacher is required to report and is to remain until the end of the scheduled day (following the same schedule as the mentor teacher). In addition, each teacher candidate is required to attend a professional practicum or seminar which is conducted concurrently with student teaching. The practicum is conducted by the university supervisor and is designed to consider practical problems encountered while teaching and to develop a functional understanding of Pennsylvania School Law. Attendance and participation in the practicum is factored into the teacher candidate's final grade for student teaching.

Because of the value of this professional experience, teacher candidates are encouraged to attend parent-teacher conferences, workshops, faculty meetings, and other professional activities if permitted by the building administration.

An absence from practicum which is not cleared previously with the university supervisor will be considered as **one full-day of absence** and will be deducted from the five days which the teacher candidate is permitted to be absent during the student teaching experience.

ABSENCES

Teacher candidates are permitted five days of absence for the entire semester. These absences may be used for illness, emergencies, conferences, or interviews. Absences for conferences and interviews must be first cleared with the mentor teacher and the university supervisor. ***In the case of an absence, teacher candidates must notify their mentor teacher and the university supervisor of the impending absence as soon as it becomes apparent that an absence will be necessary.*** The university supervisor and mentor teacher will keep a record of the date and the reason for each absence.

ALL ABSENCES FROM STUDENT TEACHING IN EXCESS OF FIVE DAYS MUST BE MADE-UP BY THE TEACHER CANDIDATE.

Arrangements for such make-up days must be made with the university supervisor and the mentor teacher. Student teaching grades and credits will be withheld until the make-up arrangement is fulfilled.

PUNCTUALITY

Teacher candidates are expected to observe the same rules regarding punctuality which apply to mentor teachers. The mentor teacher and university supervisor will keep a record of lateness. It is the responsibility of the teacher candidate to report lateness to the university supervisor.

CALENDAR AND VACATIONS

Teacher candidates follow the calendar of the host school to which they are assigned.

TRANSPORTATION

TEACHER CANDIDATES ARE RESPONSIBLE FOR ARRANGING THEIR OWN TRANSPORTATION TO AND FROM THEIR ASSIGNED SCHOOL.

TEACHER CANDIDATES MUST NOT TRANSPORT SCHOOL PUPILS IN ANY VEHICLE. THIS STIPULATION INCLUDES FIELD TRIPS AND OTHER ACTIVITIES.

FINAL GRADE

The final grade for student teaching is the **responsibility of the university supervisor** after consultation with the mentor teacher. To be eligible for a Pennsylvania Teaching Certificate, the teacher candidate must receive at least an academic grade of “C” for both assignments. Candidates are evaluated on the PDE 430 and the Teacher Internship Performance Rating (TIPR).

DISCIPLINARY ACTION

Mentor teachers and principals who believe a teacher candidate has behaved in an inappropriate manner should contact the university supervisor immediately. The Unit Dispositions Policy will be utilized to address the concern. The supervisor will assist the mentor teacher and principal in addressing the matter and will coordinate any disciplinary action which is taken against the teacher candidate either by university or school district officials.

USE OF TEACHERS' ROOMS AND OTHER FACILITIES

Each principal and/or mentor teacher is requested to instruct teacher candidates regarding the use of teachers' lounges and other facilities.

STATE LAWS CONCERNING LIABILITY

TEACHERS AND TEACHER CANDIDATES HAVE BEEN HELD LEGALLY LIABLE BY THE PENNSYLVANIA COURTS FOR THE BEHAVIOR OF PUPILS UNDER THEIR DIRECTION. IF A PUPIL IS INJURED BECAUSE OF THE NEGLIGENCE OF EITHER A TEACHER OR TEACHER CANDIDATE, BOTH THE TEACHER AND THE TEACHER CANDIDATE CAN BE HELD LEGALLY RESPONSIBLE. FOR THIS REASON, IT IS HIGHLY ADVISABLE FOR THE TEACHER CANDIDATE TO BE PROTECTED BY LIABILITY INSURANCE. SUCH INSURANCE IS HIGHLY RECOMMENDED AND TYPICALLY AVAILABLE THROUGH MEMBERSHIP IN THE STUDENT PENNSYLVANIA STATE EDUCATION ASSOCIATION (PSEA)/NATIONAL EDUCATION ASSOCIATION (NEA) OR THROUGH AN INSURANCE COMPANY.

EXTRA-CURRICULAR ACTIVITIES

The extra-curricular program at each school site offers an excellent opportunity for a teacher candidate to gain needed professional experience in planning and directing an extra-curricular program. Teacher candidates are encouraged to assist with coaching, clubs, and other extra-curricular programs as long as the activities do not interfere with teacher candidate's teaching responsibilities. The teacher candidate should discuss any question of remuneration with the university supervisor. Teacher candidates should not be assigned to lunch, hall or bus duty, study halls or supervision of a field trip without the presence of the mentor teacher.

INJURIES INCURRED WHILE STUDENT TEACHING

Teacher candidates are encouraged to maintain a health insurance program in case of an injury suffered while participating in the student teaching experience. Student insurance plans are available through the Student Health Services. Information regarding the insurance program may be obtained from the Student Health Services, Ground Floor, Commonwealth Hall, telephone: (610) 436-2509.

If a teacher candidate incurs an injury while performing the duties of a teacher candidate, West Chester University will not accept responsibility for the medical care required to treat the injury. The school district to which the teacher candidate is assigned may or may not accept responsibility.

RIGHT TO KNOW LAW

Public Law 93-380, also known as the "Students' Right to Know Law" and "Senator James Buckley's Amendment" gives students in post-high school institutions "the right to inspect and review any and all official records, files, and data directly related to them."

To comply with the federal law, each university supervisor will show and discuss with each teacher candidate the student's completed PDE 430 evaluation instrument and the Teacher Internship Performance Rating (TIPR) at the end of the first and second student teaching assignments.

Each mentor teacher should also show and discuss with each teacher candidate the completed evaluation form at the end of each student teaching assignment.

TWARDOWSKI CAREER DEVELOPMENT CENTER

The Twardowski Career Development Center is located on the second floor of the Lawrence Center, room 225. The career center assists West Chester University students and alumni in locating and applying for teaching positions, as well as other employment opportunities. The Career Development Center has resources that will assist in creating resumes and other employment documents, getting prepared for interviews, as well as connecting with online applications.

Students are encouraged to visit the career center to learn about job search strategies and ways to interact with recruiters. The career center uses a resource called **Ram Career Network (RCN)** <https://wcu-csm.symphlicity.com/students> to manage position openings and career related events. You are encouraged to log-in and upload a resume for review. You may, also, prepare for interviews by using the Mock Interview module. Current information and electronic resources are readily available on the homepage: www.wcupa.edu/cdc.

Telephone: 610-436-2501

E-mail: cdc@wcupa.edu

HOURS

Fall and Spring Semesters

Monday – Friday 8:00am to 4:30pm

Summer

Monday – Friday - 8:00am to 4:00pm

JOB FAIR INFORMATION

Job Fairs are a great way to interact with recruiters face-to-face during your job search process. Many fairs are held during the Spring semester; however, there are some in the Fall semester. One of the largest job fairs on the east coast is the Delaware Valley Education Consortium's annual Teacher Job Fair held on April 4, 2018 at the Greater Philadelphia Expo Center in Oaks, PA (five minutes from the King of Prussia Mall). As a member of the Consortium, the Career Development Center coordinates registration for this event. View the Greater Philadelphia Teacher Job Fair website at www.dvec.net. The Career Development Center posts other relevant events through the calendar which is directly visible from the homepage <http://www.wcupa.edu/services/stu.car/calendar.aspx> Additionally, Chester County Intermediate Unit (CCIU) holds an Interview Day twice a year in December and May.

EXPECTED PROFESSIONAL ATTRIBUTES FOR WCU CANDIDATES

ATTITUDE – Open-mindedness and sensitivity to the needs of the pupils, acceptance of pupils’ diverse talents and abilities, recognition and acceptance of the rigors of the profession, respect for various teaching styles, and a positive view of life, pupils and parents.

DEPENDABILITY – Trustworthiness, fulfillment of obligations, and a commitment to meet responsibilities.

PUNCTUALITY – Reporting to the assigned site at the appropriate time, completing assigned tasks such as preparing lessons, submitting lesson plans, etc. in a timely manner and attending meetings including in-service sessions and seminars at the assigned time.

RESPONSIBILITY – Accepting the accountability for one’s own behavior and modeling responsibility including acting within acceptable societal norms of the district and the community.

ENTHUSIASM – Demonstrating an inquiring interest in the profession by seeking input from colleagues, searching for ideas and information, and implementing strategies to enhance the learning/classroom environment.

INITIATIVE – Recognizing a need, circumstance, or situation and selecting a solution or developing strategies to meet that need or resolve the issue.

COOPERATION – Working in harmony with the mentor teacher, university supervisor, and other school personnel; respecting the ideas of others; accepting input; and working within the parameters of the school culture.

JUDGMENT – Using common sense, weighing alternatives, and choosing appropriate action.

CREATIVITY – Seeing and/or demonstrating new ways of presenting material and making connections among several curricular areas.

APPEARANCE – Personal grooming, neatness, appropriate style, professional attire.

VOICE – Modulating one’s voice, using appropriate tone, projecting one’s voice to reach all students, and adjusting volume to meet varying circumstances.

POISE – Projecting a convincing presence by appearing comfortable in the classroom, being in control of the situation regardless of the circumstance, and exhibiting self-confidence.

FLEXIBILITY – Adapting to unexpected changes in routines or plans.

REFLECTION – Careful consideration, analysis, and synthesis of one’s teaching practice.

STUDENT TEACHING EXPECTATIONS, GOALS, AND OUTCOMES

All public school districts utilized for student teaching experiences have been approved by West Chester University. Each department continuously evaluates each student teaching assignment and investigates new situations in order to provide optimum and diverse opportunities for each teacher candidate.

The successful outcome of the experience is dependent upon the positive relationships between the teacher candidate, the mentor teacher, and the university supervisor.

The basic roles and responsibilities are as follows:

MENTOR TEACHER:

- Provides opportunities for the student to observe effective teaching styles, processes, and procedures through the use of current materials and strategies.
- Assists the teacher candidate in assimilating experiences into appropriately structured teaching/learning strategies and procedures, i.e., long/short range planning and subsequent instruction.
- Evaluates student teaching experiences at the end of each day and provides pertinent feedback which will promote continuing improvement.
- Develops within the teacher candidate an awareness of classroom management skills, professional responsibilities, and faculty/administration rapport.
- Completes a recommendation for each teacher candidate to be submitted to the university supervisor within one week after the close of each assignment.

UNIVERSITY SUPERVISOR:

- Observes each teacher candidate a minimum of six times per semester or three times per 7.5 week assignment.
- Evaluates each observation and confers with the teacher candidate and the mentor teacher.
- Assigns the final grade in consultation with the mentor teacher.
- Completes a recommendation for each teacher candidate.
- Schedules, plans, and conducts seminars for teacher candidates.

TEACHER CANDIDATE:

- Observes classroom teaching strategies, techniques, procedures, student behavior, and classroom management techniques of the mentor teacher and other faculty members within the school.
- Replicates or “models” the above while instructing assigned classes.
- Presents an appropriate lesson plan for each assigned teaching situation **one week prior to the actual instructional period.**
- Evaluates pupil responses to the above activities.
- Complies with the Acceptable Use of Technology Policy established by the school district.

REQUIREMENTS FOR THE TEACHER CANDIDATE

The mentor teacher and university supervisor should plan together to establish specific requirements for the teacher candidate. Teacher candidates should be responsible for the following:

- Assuming full responsibility for the class/schedule for a period of time to which the mentor teacher and university supervisor agree; the decision concerning how and when to increase a teacher candidate's classroom responsibilities should be a joint decision, involving all three key participants – the mentor teacher, the teacher candidate, and the university supervisor.
- Observing at least four other teachers during the semester; these teachers should represent a variety of curricular areas and styles of teaching.
- Writing daily lesson plans for all lessons taught.
- Attending all seminars required by the university supervisors.
- Maintaining a three-ringed notebook or electronic file for organizational purposes; this file should include lesson plans and other student materials; the notebook or e-file should also contain teaching ideas and materials accumulated during student teaching.
- Developing and implementing at least one complete instructional thematic/interdisciplinary unit during the student teaching semester; the unit must include a student evaluation component.
- Creating two visual displays (e.g., bulletin boards, showcases, and learning center) in a classroom or elsewhere in the school; these displays should be instructional in nature or a display of the pupils' projects, etc., and must be approved by the mentor teacher.
- Using educational technology either alone or in conjunction with the mentor teacher.
- Creating and critiquing a video of a lesson taught by the teacher candidate (the video must comply with the school district's privacy policy).

ASSUMPTION OF TEACHING RESPONSIBILITIES BY THE TEACHER CANDIDATE

The teacher candidate should assume a series of gradually more challenging tasks. The teacher candidate should:

- Begin with observations.
- Continue with assisting the mentor teacher or department/grade level members with small tasks such as tutoring or teaching small groups.
- Progress to responsibility for instructing one or more subjects/classes.
- Proceed to full responsibility for instructing the class/schedule (if appropriate).

Progress in the assignment of new tasks will depend upon the readiness of the teacher candidate and the needs of the pupils. The mentor teacher should give consideration to the teacher candidate's satisfactory completion of tasks at each stage. The teacher candidate is expected to participate in all aspects of teaching, including but not limited to attending faculty meetings and parent conferences, reviewing homework, and administering assessments.

SUGGESTIONS TO ASSIST IN PLANNING FOR THE STUDENT TEACHING EXPERIENCE AND FOR WORKING WITH A TEACHER CANDIDATE

Before the teacher candidate arrives:

- Inform the students and parents.
- Introduce the teacher candidate as a member of the teaching team/faculty.
- Collect materials and textbooks for the teacher candidate to use; please feel free to give the teacher candidate materials to prepare for the assignment.
- Set aside and dedicate desk and work space for the teacher candidate.
- Specify certain basic teaching responsibilities for the teacher candidate.
- Make a copy of the class schedule for the teacher candidate.
- Verify the candidate's arrival with the principal.
- Duplicate copies of class lists, seating charts, and the school calendar.

During the first week:

- Orient the teacher candidate to the school, appropriate school and district personnel, support services, students, and community.
- Arrange a meeting with the principal and the teacher candidate.
- Share school rules, regulations, policies, the faculty handbook, and calendar.
- Discuss expectations for the teacher candidate regarding:
 - confidentiality
 - working hours
 - reporting times
 - procedures to follow in case of illness
 - personal property
 - procurement of supplies
 - other general responsibilities
- Explain your method of classroom or laboratory management and discipline.
- Review the school district's discipline policy.
- Assist the teacher candidate in preparing and distributing a letter of introduction.
- Assist in arranging opportunities for the teacher candidate to observe other teachers.
- Give the teacher candidate informal opportunities to adjust to being in front of the class.
- Explain your methods of assessment, record keeping, and communication with parents.
- Help the teacher candidate become familiar with the location, operation, and procedure for using various pieces of instructional equipment.
- Provide opportunities for the teacher candidate to work with individual students.
- Share curriculum and review future educational goals.
- Provide daily feedback regarding the teacher candidate's performance.
- Check lesson plans at least one week in advance of the teacher candidate teaching the lesson. (Initial them to show your approval).
- Confer with the teacher candidate daily.

During the second week:

- Discuss the developmental characteristics of the age group currently being served.
- Discuss unique individual student characteristics which directly affect student learning.
- Permit the teacher candidate to accept more teaching responsibilities.
- Check lesson plans prior to utilization.
- Provide the teacher candidate with opportunities to observe and to be involved in parent conferences.
- Alert the principal and the university supervisor immediately if significant problem areas emerge.
- Provide frequent written and oral feedback to the teacher candidate.
- Confer with the teacher candidate daily.

Beginning the third week to end of experience

- Promote self-evaluation of lessons by the teacher candidate thereby helping him/her to develop a perception of his/her own strengths and weaknesses.
- Give the teacher candidate an opportunity to accept full responsibility for the class/schedule.
- Encourage increasingly independent lesson plan development.
- Continue informal daily evaluations which commend strengths.
- Assist the teacher candidate in developing the skills to analyze his/her own teaching.
- Permit the teacher candidate the freedom to try his/her own ideas and techniques; reassure the teacher candidate that if a technique fails, it is not necessarily due to poor judgment or the appropriateness of the strategy.
- Demonstrate techniques to help the teacher candidate remediate weaknesses.
- Confer with the teacher candidate daily.
- Submit a final evaluation to the university supervisor.
- Schedule and hold a mid and end of semester joint conference with the teacher candidate and the university supervisor for the purpose of completing the TIPR.
- Confer with the university supervisor before completing the final teacher candidate evaluation (the Teacher Internship Performance Rating).

GUIDELINES FOR UNIVERSITY SUPERVISORS

Coordinate each phase of the student teaching experience through the department coordinator of student teaching by maintaining and filing accurate and correct materials for:

- Student teaching placements (including any mid experience changes)
- Individual student records
- Travel forms (completed monthly)
- Observation forms
- PDE 430 evaluation forms and the Teacher Internship Performance Rating (TIPR)
- Assignment of academic grades

Develop and maintain a working relationship between mentor teachers, school administrators, and teacher candidate as follows:

- Schedule an initial conference with each mentor teacher to discuss the expectations of the student teaching experience.
- Schedule a mid-assignment conference with the mentor teacher and teacher candidate to discuss the progress of the teacher candidate and to complete the PDE 430 and the TIPR.
- Conduct an end-of-assignment conference with the mentor teacher and the teacher candidate for the purpose of completing the overall evaluation of the teacher candidate and completing the PDE 430 and the TIPR.
- Confer with school administrators to discuss issues concerning the student teaching program and/or particular teacher candidates.
- Serve as a liaison between teacher candidates and the school personnel.

Work with mentor teachers in the planning of observations, participation, and evaluation of teacher candidates as follows:

- Review the manner and logistics of observations and conferences.
- Review the type, level, and intensity of experiences which contribute to the growth of teacher candidates.
- Provide guidance and information to aid the mentor teacher in preparing an evaluation of the teacher candidate's performance.
- Observe the teacher candidate's teaching and provide guidance to make his/her teaching more effective and efficient.

Perform Observations and Critique Performance

- **Six on-site observations are required. If the teacher candidate has two assignments, three are required for each assignment.**
- An observation may be announced or unannounced. In order to gather sufficient information and to provide effective feedback, an observation should include a complete lesson. During the observation, the teacher candidate's lesson plan as well as the implementation of the plan should be considered by the supervisor.
- Each observation should be immediately followed by a conference with the teacher candidate.
- The observation must be recorded on an approved observation form.
- Data gathered from observations will be utilized in the preparation of performance ratings for the teacher candidate.
- Determination of the teacher candidate's grade should be made by the university supervisor after conferring with the mentor teacher and completing the TIPR and the final PDE 430 evaluation. Both the TIPR and the PDE 430 must be delivered to the program coordinator who will forward them to the appropriate individuals within the university.
- Final academic grades for teacher candidates must be assigned and submitted to the Office of the Registrar.

Conduct Conferences

- A conference should have five components:
 1. The student's self-evaluation.
 2. A review of the student's performance
 3. A statement of the areas, instructional strategies, and/or activities which were effective
 4. A statement of areas for improvement
 5. Specific recommendations regarding how to improve

Assist teacher candidates with problems which may arise during the student teaching experience.

- The university supervisor should serve as a liaison between the teacher candidate and the school. The university supervisor should make every reasonable effort to assist the teacher candidate in making the adjustment to the professional world. This may entail more than the minimum number of observations, more frequent conferences, three-way conferences, etc. The university supervisor is also responsible for enlisting the aid of the department coordinator to utilize other university services including the Units' **dispositional expectations** for candidates.

Conduct a professional practicum course (seminar)

- Seminars shall be held on campus unless other arrangements have been made with the department coordinator. Teacher candidates may leave their schools before the end of the school day in order to arrive at the seminar in a timely fashion.
- Each university supervisor shall submit to the department and to the students a syllabus of course topics and assignments that include the core requirements and additional assignments that contribute to the development of the teacher candidate.
- The course topics will be designed to help teacher candidates interpret their experience more fully and promote professional growth.

GUIDELINES FOR MENTOR TEACHERS

The student teaching experience is the most strategic and important aspect of the teacher candidate's education program. Mentor teachers determine the direction and outcome of each student's experience as a teacher candidate.

Qualifications

A mentor teacher must be an experienced teacher with the following specific qualifications:

- Be willing to serve as a mentor teacher and to provide the necessary time to plan and evaluate the teacher candidate's performance.
- Hold a Pennsylvania Instructional Certificate in the same field as the one for which the teacher candidate is completing the requirements.
- Have a minimum of three years of successful teaching experience in the public schools, with at least one year in the current school district.
- Have a regular, full time teaching schedule.
- Be recommended by the district/school administration.

Role and Responsibilities

- The role of mentor teachers is critical in the professional growth of teacher candidates. The mentor teachers become mentors who guide the growth and transition of teacher candidates from student to professional. As such, mentor teachers act as a trusted guide, teacher, sponsor, host, counselor, supporter, advisor, coach, supervisor confidant, encourager, and consultant. The roles and responsibilities are discussed as part of the mentor teacher workshop held each semester. An invitation to attend the workshop will be distributed by e-mail. Your participation in this workshop will be valuable in your role and carries with it ACT 48 hours.

Assigned Duties of the Teacher Candidates

- Delegate certain routine but essential responsibilities to the teacher candidate at the onset of the experience. Assign small group instruction or short teaching tasks such as opening exercises, parts of lessons, etc.

Instructional Planning by Teacher Candidates

- Effective teaching necessitates good planning. West Chester University prepares all teacher candidates to create lesson plans utilizing a lesson plan rubric contained in this manual. Review the teacher candidate's lesson plan for each lesson before it is taught so that suggestions may be made and incorporated. No lesson should be taught until a complete lesson plan is presented.
- The importance of thinking and planning in terms of the individual students in each class, the students' needs, students' interests, etc is stressed throughout the the College of Education Teacher Preparation.

Classroom Teaching by Teacher Candidates

- Assign a major responsibility for one or two lessons, for a unit, or for a period of time. As the teacher candidate demonstrates his/her readiness, you may assign additional lessons.
- Provide experiences with groups which include students with varying abilities.
- Make clear to the teacher candidate, and indirectly to the pupils, the level of authority and responsibility which is being assigned to the teacher candidate.
- Provide the teacher candidate experiences for measuring and evaluating pupil growth and development; the teacher candidate should prepare a variety of tests, assessment tools, and evaluation situations.
- Inform the pupils that the teacher candidate is "in charge" when teaching.
- Help the teacher candidate realize that without control nothing worthwhile can be accomplished and that good planning and instruction will do much to minimize the need for extreme disciplinary measures.

Welfare of Pupils

Mentor teachers have the ultimate responsibility for the growth and development of the pupils in their class; therefore, the mentor teacher should:

- Intervene in the middle of a class period ONLY when he/she is certain of irreparable damage to the pupils. Like everyone else, teacher candidates can learn from mistakes. If the mentor teacher must take over, it should be done with tact and finesse.

- Schedule a conference with the teacher candidate, as soon as possible after the conclusion of the lesson, to help him/her see why the situation developed and what measures could be taken to deal with a similar situation in the future.
- Confer with the university supervisor if the teacher candidate cannot be permitted normal responsibility without jeopardizing the best interest of the pupils. **If dispositional expectations are not met, changes to the placement may result.**
- Along with the principal, address parental concerns regarding their son or daughter being taught by a teacher candidate.

Professional Growth and Development

The mentor teacher should:

- Advise and guide the teacher candidate in proper interpretation and involvement in faculty room experiences.
- Encourage planned professional reading.
- Promote development of a carefully planned library of teaching aids.
- Prepare the teacher candidate for interactions with parents or other teachers.
- Help the teacher candidate to become conscious of the application of professional ethics to the many and varied situations which arise such as a request by a parent that the teacher candidate tutor a pupil.

Evaluation of Growth and Development

The evaluation by the mentor teacher is of enormous importance to the growth of the teacher candidate; therefore, the mentor teacher should:

- Make evaluation a continuous process taking place before and after every lesson which is taught.
- Schedule conferences with the university supervisor.
 - The initial conference should concern expectations.
 - The mid-assignment conference should concentrate on growth and development.
 - The end-of-assignment conference should focus on overall level of performance.
 These conferences, as well as others, may be informal, but they will provide the university supervisor with valuable input relative to the PDE 430 evaluation report and the TIPR.
- Guide the teacher candidate's self-evaluation at the midpoint and at the close of the assignment.
- Report the status of professional growth and development of the teacher candidate to the university supervisor.

The evaluation should be done in such a way as to provide school officials with a thorough, reliable basis for selecting teachers. Your remarks on evaluation letters will provide school districts with valuable insights during the hiring process.

MENTOR TEACHER (COOPERATING TEACHER) HONORARIUM

An honorarium is provided to mentor teachers by West Chester University as set forth by the State System of Higher Education:

Teachers who have mentored West Chester University teacher candidates for *less than two full or less than four half semesters receive:*

Rates as of July, 2014

- \$125.00 for one half semester
- \$250.00 for one full semester

Teachers who have mentored WCU teacher candidates for *more than two full or more than four half semesters receive:*

Rates as of July, 2014

- \$250.00 for one half semester
- \$500.00 for one full semester

Honorariums cannot be processed unless the appropriate honorarium form is completed and secure information provided within the form or by phone. You will receive an e-mail at the beginning of the semester. The e-mail will include an attachment--*the honorarium form*. Complete the form and return to Susan McKnett by e-mail, smcknett@wcupa.edu, fax (610) 436-2874 or USPS--address is Office of Clinical Experiences and Candidate Services, 125 W. Rosedale Avenue, Wayne Hall, Suite 107, West Chester University, West Chester, PA 19383. If you have any questions, contact the Office of Clinical Experiences at 610-436-3425.

GUIDELINES FOR PROVIDING FEEDBACK TO THE TEACHER CANDIDATE

“Feedback” is a way of helping another person to consider changing his/her behavior. It is a form of communication which gives the individual information about how he/she affects others.

Some criteria for useful feedback are:

- It is **descriptive** rather than evaluative. By describing one’s own reaction, it leaves others free to use it or not to use it as the individual sees fit. Avoiding evaluative language reduces the need for the individual to react defensively.
- It is **specific** rather than general (To be told that one is “dominating” will probably not be as useful as to be told that “just now when we were deciding the issue, you did not listen to what others said and I felt forced to accept your arguments or face attack from you”).
- It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the provider’s own needs and fails to consider the needs of the person who receives the feedback.
- It is directed toward behavior which the receiver can rectify. Frustration is only increased when people are reminded of short-comings over which they have no control.

- It is **solicited**, rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing can answer.
- It is **well timed**. In general, feedback is most useful when given at the earliest opportunity after the observed behavior, when consideration is given to the person's readiness to hear it, and when support is available from others.
- Negative feedback is most effective when given in a relaxed manner. It is not necessary to severely criticize an individual in order to obtain results. Before offering suggestions for the solution of a professional problem, provide the teacher candidate an opportunity to reflect and provide his/her suggestions to resolve the situation.
- Feedback should provide clear communication. The recipient should rephrase the feedback received to confirm that the recipient's understanding corresponds to what the sender intended.
- The feedback conference should close with three things:
 1. A summary of findings, conclusions, and decisions.
 2. A specific course of action.
 3. A closing which encourages and leaves the teacher candidate with the confidence that the discussion held within the conference and the resulting decisions will ensure the growth and development of her/his ability.

CHECKLIST FOR TEACHER CANDIDATES

Learn Daily Procedures

Time teachers enter and leave:

___ AM

___ PM

Mentor teacher's supervisory duties

___ Recess

___ Restrooms

___ Halls

___ Assemblies

___ Study halls

___ Cafeteria duties

___ Buses

___ Before/after school supervision

___ Other duties

Homeroom procedures

___ Attendance

___ Daily announcements

___ Opening exercises

___ Schedule for special classes

___ Speech

___ Music lessons

___ Resource room

___ Tutors

___ Itinerants

Classroom forms and records

___ Attendance

___ Excuse notes

___ Lunch count forms

___ Hall pass forms/lavatory passes

___ Health pass forms

___ Grading forms and system

___ Report forms and report cards

___ Discipline forms

___ Health records

___ Permanent record forms

___ SAP, IEP, ER

___ Other special forms

Pupil information

___ Names

___ Ability levels

___ Methods for grouping and flexibility of the groups

___ Special seating arrangements

___ Special health and physical needs of students (Consult District Confidentiality Policy)

___ Appropriate home and family information (Consult District Confidentiality Policy)

___ Procedures for involving counselors and/or parents in helping pupils

Classroom and laboratory procedures:

___ How pupils are expected to enter and exit the classroom or laboratory

___ Method used to take and record attendance

___ Methods used to take and record lunch count

___ Procedure to send and receive messages

___ System used to dismiss pupils to other classes, recess, lunch, and fire drills

___ Method used to distribute, collect, and store materials

___ Procedures for pupils who finish class work early

___ Procedure to close the school day

General Supplies supplies:

___ Procedure to requisition supplies

___ Location of supplies

___ Supplies with free access and those which require special permission

Curriculum, instruction, materials

- _____ Review the course of study and units for the semester
- _____ Obtain textbooks, reference materials, supplies, tools, and equipment
- _____ Learn the location of these materials
- _____ Learn which materials the pupils supply
- _____ Learn the materials the teacher candidate will need to supply

Library/Media Center:

- _____ Review checkout and return procedures
- _____ Identify the location of card catalogue, special reference materials, videos, computer software, and curriculum materials
- _____ Review additional policies and procedures
- _____ Preview materials which you plan to use
- _____ Locate resources to develop instructional materials e.g., school production center (Intermediate Unit Teacher Center)
- _____ Become familiar with the available professional journals and publications

Audio-visual equipment policies and procedures:

- _____ Copy machine

- _____ Whiteboards
- _____ Smartboards

- _____ Learn procedures to obtain obtain equipment
 - _____ Overhead projector
 - _____ LCD projector
 - _____ Computer
 - _____ TV-DVR
 - _____ Listening stations with headsets
 - _____ Tape recorder
 - _____ Laminating machine
- _____ Procedure to obtain equipment and supplies for audio-visual equipment
- _____ Procedure to order and return materials from the Intermediate Unit

Keep the university supervisor informed:

- _____ Provide school and classroom schedules
- _____ Share whatever paperwork the university supervisor needs about the school (e.g., school rules, regulations, policies)
- _____ Communicate regularly

Maintain a three-ringed notebook which will include:

- _____ Material on topics listed above
- _____ Teacher Candidate Handbook
- _____ Observation notes from the mentor teacher and university supervisor
- _____ Copies of the university supervisor's evaluation
- _____ Copies of lesson plans

CHECKLIST FOR MENTOR TEACHERS

The following checklist provides suggestions for use by mentor teachers.

Before the teacher candidate arrives:

- | | |
|--|---|
| _____ Inform the pupils and parents, when possible | _____ Explain your method of classroom or laboratory management and discipline, and review the district's policy and philosophy about these items |
| _____ Collect materials for the teacher candidate to use | _____ Assist in arranging observations of other teachers |
| _____ Set aside desk and workspace for the teacher candidate | _____ Give the teacher candidate informal opportunities to adjust to being in front of the class |
| _____ Outline basic teaching responsibilities for the teacher candidate | _____ Explain your methods of testing and grading, recordkeeping, and reporting to parents |
| _____ Have a copy of the class schedule for the teacher candidate | _____ Help the teacher candidate become familiar with the location and the operation of equipment |
| _____ Review teacher candidate's background information | _____ Provide the opportunity for the teacher candidate to work with individual pupils |
| _____ Verify teacher candidate's arrival with principal | _____ Share curriculum and review educational goals |
| _____ Duplicate class lists and seating charts | _____ Confer with the teacher candidate daily |
| _____ List days of special schedules and days on which school will be closed | _____ Provide daily feedback on the teacher candidate's performance |
| | _____ Check and initial the teacher candidate's lesson plans at least one week in advance of their use |

During the first week:

- _____ Orient the teacher candidate to the school, school personnel, support services, pupils, and community
- _____ Arrange a meeting with the principal and the teacher candidate
- _____ Share school rules, regulations, policies (give the teacher candidate the teacher handbook and calendar)
- _____ Discuss expectations for the teacher candidate with respect to:
 - _____ Confidentiality
 - _____ Working hours
 - _____ Procedures to follow in case of illness
 - _____ Personal property
 - _____ Procurement of supplies
 - _____ Other general responsibilities

During the second week:

- _____ Explain developmental characteristics of the age group
- _____ Explain unique characteristics of individual pupils and how these characteristics directly effect their learning
- _____ Permit the teacher candidate to accept more and more teaching responsibilities
- _____ Check and initial the teacher candidate's plans before the lessons are presented
- _____ Provide the teacher candidate with opportunities to observe and assist in parent conferences
- _____ Demonstrate a variety of teaching techniques
- _____ Alert the principal and the university supervisor of significant problem areas which the teacher candidate is experiencing
- _____ Provide both written and oral feedback to the teacher candidate frequently
- _____ Confer with the teacher candidate daily
- _____ Assist the teacher candidate in fulfilling the practicum requirement

During the remainder of the experience:

- _____ Demonstrate a variety of teaching techniques
- _____ Promote self-evaluation of lessons by the teacher candidate (This reflection will help him/her to develop a perception of his/her strengths and weaknesses)
- _____ Give the teacher candidate an opportunity to accept full responsibility for the class/schedule
- _____ Encourage increasingly independent lesson plan development by the teacher candidate
- _____ Continue informal daily evaluations noting the teacher candidate's strengths and weaknesses
- _____ Assist the teacher candidate in developing skills to analyze his/her teaching performance, techniques and strategies
- _____ Commend the teacher candidate for his/her strengths
- _____ Permit the teacher candidate freedom to try his/her own ideas and techniques; reassure the teacher candidate that just because a technique failed, it was not necessarily due to poor judgment or an inadequate instructional strategy or technique
- _____ Demonstrate techniques which will help the teacher candidate remediate weaknesses
- _____ Confer with university supervisor throughout the term and in preparing the final teacher candidate evaluation
- _____ Complete and share your final evaluation with teacher candidate and university supervisor

CHECKLIST FOR UNIVERSITY SUPERVISORS

The university supervisor serves as a liaison between West Chester University and the mentor teacher participating in the student teaching program. The supervisor's responsibilities include:

Information and orientation

- _____ Explaining the goals, philosophy, and organization of the teacher-preparation program
- _____ Conferring about the experiences and responsibilities the teacher candidate should have under the direction of the mentor teacher
- _____ Explaining procedures used to evaluate the teacher candidate
- _____ Serving as a resource person for the mentor teacher and school district
- _____ Assisting the mentor teacher in completing the official paper work required for the program
- _____ Identifying potential mentor teachers in the school district

Evaluations

- _____ Evaluating in written and oral form the performance of the teacher candidate in the classroom or laboratory
- _____ Conferring with the mentor teacher following each classroom or laboratory observation
- _____ Discussing the final evaluation of the teacher candidate with the mentor teacher prior to awarding the final grade(s)
- _____ Retaining all written evaluations and observations for one year after the assignment is completed

Observations, classroom visits, and practicum

- _____ Contacting the mentor teacher and teacher candidate within the first week
- _____ Observing the teacher candidate for a full period during each of the required **SIX** visits
- _____ Consulting regularly with the mentor teacher on the performance of the teacher candidate
- _____ Discussing with the mentor teacher possible techniques and methods for use by the teacher candidate
- _____ Inviting the mentor teacher's suggestions and recommendations for enhancing the teacher candidate's experience
- _____ Planning and conducting professional seminars

Office of Teacher Certification
West Chester University
302 Recitation Hall
Phone: 610-436-2321/Fax: 610-436-3102
Hours: 8 a.m. to 4:30 p.m. (except mid-May through late-August to 4:00 p.m.)
www.wcupa.edu/education-socialWork/certificationInfo.aspx

PENNSYLVANIA TEACHING CERTIFICATE

A person must hold a teaching certificate issued by the Pennsylvania Department of Education (PDE) in order to teach or substitute teach in a public school in the Commonwealth of Pennsylvania.

TYPES OF CERTIFICATES

- Instructional I (Provisional)

The Instructional I certificate is issued for entry into a teaching position in the public schools of Pennsylvania and is valid for six years of service in PA (not calendar years). To receive an Instructional I teaching certificate, a person must meet all of the requirements to be certified and must be recommended to the PDE by the institution of higher education at which the person completed the requirements.

- Instructional II

The second level certificate is issued to a person who holds an Instructional I certificate, who has completed three years of satisfactory teaching in a public school of Pennsylvania as certified by the superintendent of the school district in which the person's most recent service was performed or, in the case of an intermediate unit, the executive director or, in the case of an approved non-public school, the chief school administrator.

In addition, the person must have completed 24 semester credit hours of collegiate credit at an approved baccalaureate or advanced degree granting institution subsequent to the conferring of the baccalaureate degree. The credits may be satisfied, in whole or in part, through in-service programs approved by the Pennsylvania Secretary of Education.

Finally, the person must successfully complete an induction program offered by a public school district and approved by the PDE.

ACT 48

- All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates are affected by the requirements of Act 48.
- Educators must maintain their certificates as *active* by earning and reporting six collegiate credits **or** six PDE-approved in-service credits **or** 180 continuing education hours or any combination of the above every five calendar years. *Note: each collegiate or in-service credit is equal to 30 continuing education hours.*

QUALIFICATIONS FOR A PA CERTIFICATE

- Meet current GPA and PA test requirements established by the PA Department of Education (PDE)
- Complete all of the academic requirements of West Chester University and the PDE
- Earn an academic grade of "C" or higher in each half of the student teaching experience; also satisfactory rating on the PDE430 evaluation completed by your university supervisor
- Be at least 18 years of age
- Be a citizen of the United States – or hold a valid immigrant visa and file a “Declaration of Intent to Become a Citizen of the United States”; candidates applying for foreign language certifications are exempt from this regulation
- Be a person of good moral character

ONLINE APPLICATION PROCEDURE

Suggested timeline:

Now – College of Education & Social Work (CESW) web page. Familiarize yourself with this-
<https://www.wcupa.edu/education-socialWork/default.aspx>; select “Certification Information”

Now – Complete **Step 1** from the link above under “What is the application process?”

Now – Check all Praxis score reports to be sure all required test scores have been forwarded to West Chester University (Score Recipient Code #2659); and also PDE (Score Recipient Code #8033); PECT scores are automatically forwarded to PDE.

Your social security number is an essential identifier on all reports to PDE.

If those codes do not appear for every Praxis test, contact the Office of Teacher Certification: 610-436-2321.

During the month of program completion . . . usually December, May or August – Follow **Step 2** and **Step 3** from the same link under “What is the application process?”

Questions about any part of this process should be directed to the Office of Teacher Certification in 302 Recitation Hall, 610-436-2321.

It is strongly recommended that program completers (degree and non-degree) apply for a Pennsylvania Teaching Certificate, although they may not be planning to seek a teaching position immediately or they may be planning to teach in another state. In current practice, if a person applies for PA certification sometime in the future, that person must meet the requirements in effect at that time. New requirements could mean additional course work and/or higher test scores to qualify for a teaching certificate.

rev 6/16

West Chester University's Conceptual Framework for Teacher Education Programs

Approved by the Council of Professional Education (CPE [formerly the Teacher Education Council]) on April 16, 2003; Knowledge Base and Unit Outcomes Revised and Approved by CPE on April 28, 2006 and March 27, 2009

Mission

West Chester University (WCU) is a public institution established to serve the common good in the Commonwealth of Pennsylvania. WCU's primary focus is teaching and learning. To that end, the mission of the Teacher Education Program is to support the *integration* of teaching, scholarship, and service in meaningful ways.

In line with the University's focus on **teaching**, the Teacher Education Program facilitates the discernment process for prospective pre-professional candidates. The program provides for their education, preparation, and continuing development. Our specific mission is to prepare reflective educational professionals who facilitate the development and learning of all students. Accordingly, we are committed to diversity.

Our mission includes a commitment to conduct **research and scholarship**. These activities are aimed at discovering, understanding, integrating, applying, and disseminating knowledge of: a) the nature of learning, teaching, and human development; b) the academic disciplines; c) the factors that promote or inhibit the realization of individual potential. We are committed to building bridges between subjects and collaborating across departments and disciplines.

The University and its Teacher Education Program are committed to providing **service** to the individuals, communities, and environments of our region, state, nation, and world. We engage our time, talents, knowledge, facilities, and resources in collaboration with, and for the direct benefit of, our students, our community/school partners, and other individuals, and environments.

Philosophy

West Chester University's Teacher Education Program is guided by a holistic philosophy that sees educational encounters as always more than the sum of their most visible parts: teacher, student, curriculum, and classroom. This philosophy is reflected in our beliefs about context, program values, practices, and professional characteristics.

Context

We believe:

- The reflective practitioner understands and values learning and teaching in context – including internal, cultural, social, and environmental factors – and is able to function effectively on behalf of all students.
- Formal education promotes the development of individual potential within social and environmental limits. Schools function as the foundation for social organization and democracy.
- Those who aspire to be educators in a democratic society should understand human biological, psychological, and intellectual growth and the factors that promote them. Educators should understand and be disposed to addressing the full range of challenges to the development of individuals: psychological (meaning and self-knowledge), physical, social/environmental (poverty, toxic physical environment), and cultural (racism, sexism, ableism, political inequality, commercialism).

Program Values

We believe:

- In the fundamental importance of well-grounded knowledge for effective teaching, including subject, pedagogical, and pedagogical content knowledge.

- In preparing educators who have seriously engaged in self reflection and can be living models of the integration of professional and personal knowledge for lives of service.
- In facilitating the development of professionals through serious engagement with students, classrooms, families, local and global communities, and the natural world.
- In promoting diversity of perspectives, individuals, learning environments, assessments, instructional strategies, research methods, and field experiences.
- In providing direct experience through field based learning.

Practices

We believe:

- Learners should participate in developmentally effective activities that are meaningful and authentic and that engage them seriously with the subject.
- Learning and teaching are active, collaborative, constructive, continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching.

Professional Characteristics

We believe:

- That a professional educator has the ability to change systems, assume leadership roles, and build coalitions.
- That the values of entrepreneurship – innovation, problem solving, partnering – are hallmarks of an effective educator.
- That a professional educator appropriately integrates technology for instruction.

That high standards of teaching, research, scholarship, and service are essential for faculty and students to remain at the forefront of sound educational practice and change.

Knowledge Base and Unit Outcomes For the Conceptual Framework

- 1. Content and Pedagogical Specialist:** Knows learners, subject matter, pedagogy, and curriculum.
 - 1.1 Displays knowledge of the characteristics of learners.
 - 1.2 Shows understanding of effective instruction as a learner-centered process.
 - 1.3 Exhibits solid base of content knowledge.
 - 1.4 Evidences solid base of pedagogical content knowledge.
 - 1.5 Demonstrates solid base of professional knowledge.
 - 1.6 Displays knowledge of scope and sequence.
 - 1.7 Shows understanding of interdisciplinary nature of content.

- 2. Assessment and Instructional Designer:** Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.
 - 2.1 Promotes problem solving, critical thinking, and creative thinking.
 - 2.2 Develops learning experiences based on knowledge of learning theories and human growth and development.
 - 2.3 Plans for differences in culture, developmental levels, and learning styles.
 - 2.4 Demonstrates flexibility and creativity in planning for instruction.
 - 2.5 Incorporates a variety of research-based instructional/educational strategies.
 - 2.6 Promotes constructive, collaborative, and cooperative learning opportunities.
 - 2.7 Integrates technology appropriately to promote learning.
 - 2.8 Monitors and reports student progress effectively.
 - 2.9 Uses assessment data to design instruction and improve student learning.
 - 2.10 Aligns assessments to local, state, or national standards.
 - 2.11 Employs authentic assessment appropriately.
 - 2.12 Interprets standardized tests to inform instruction.

- 3. Classroom Community Builder and Diversity Advocate:** Fosters community, creates a safe space for all learners, and teaches the value of diversity.
 - 3.1 Expresses belief that all students have a right and the ability to learn.
 - 3.2 Communicates high expectations.
 - 3.3 Fosters learning community characterized by mutual respect, collaboration, and appreciation of diversity.
 - 3.4 Manages student behavior to enhance the learning climate.
 - 3.5 Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).
 - 3.6 Communicates effectively.
 - 3.7 Promotes understanding of diverse perspectives and circumstances.

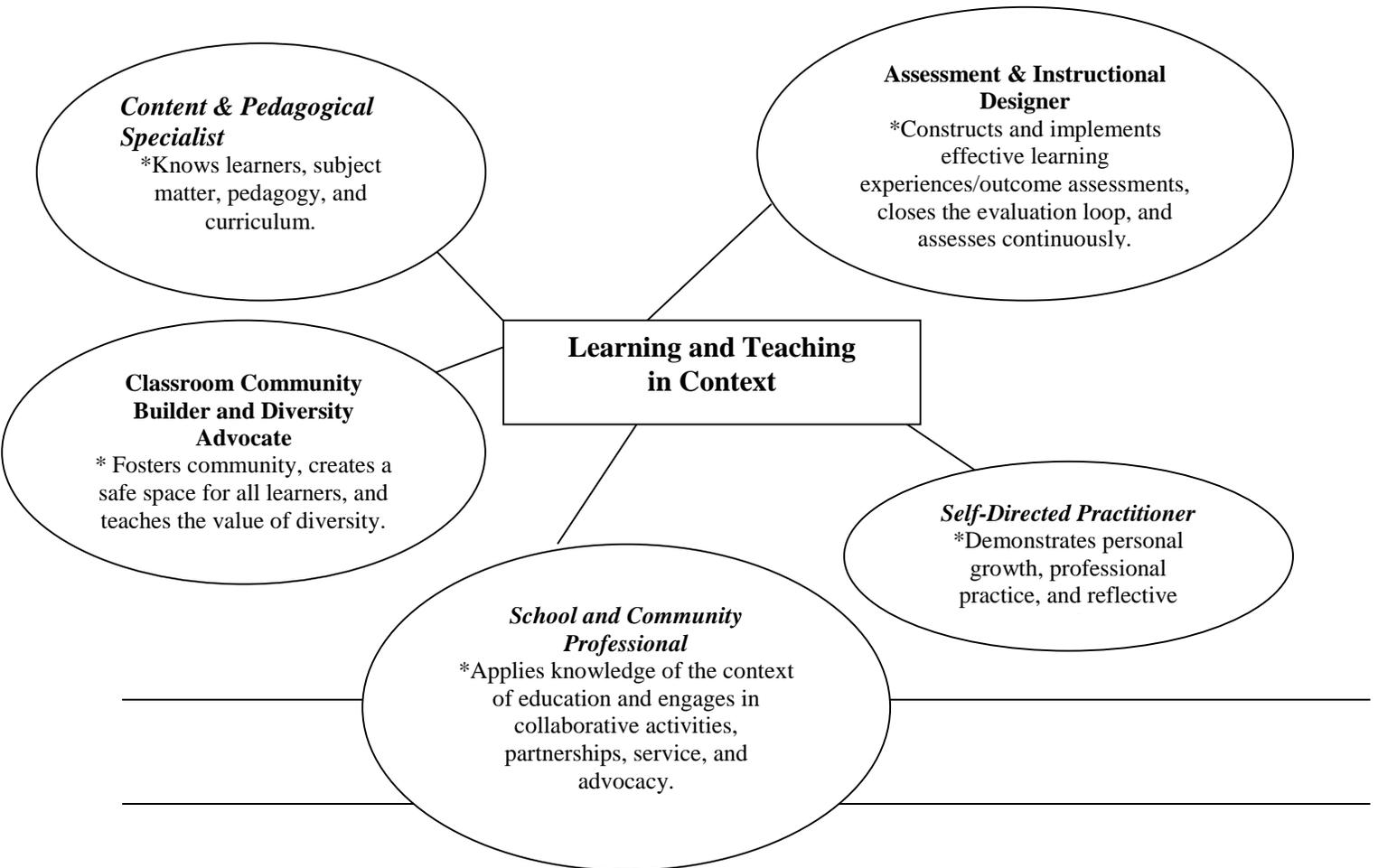
4. **School and Community Professional:** Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.
 - 4.1 Exhibits understanding of the organization of schools within the context of the larger community.
 - 4.2 Collaborates with school personnel, parents, or community members.
 - 4.3 Participates in activities and services for students or families.
 - 4.4 Shows initiative within the school or community.
 - 4.5 Adheres to professional code of ethics and school laws.

5. **Self-Directed Practitioner:** Demonstrates personal growth, professional practice, and reflective practice.
 - 5.1 Strives for self-improvement related to learner achievement.
 - 5.2 Displays efforts to improve one's own practices.

Unit Vision/Theme: Learning and Teaching in Context

WEST CHESTER UNIVERSITY'S CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAMS

(Revised and Approved by the Council of Professional Education on April 28, 2006 and March 27, 2009.)



Pennsylvania Code of Professional Practice and Conduct for Educators

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

§ 235.1. Mission.

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

§ 235.2. Introduction

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

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

§ 235.3. Purpose.

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

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

§ 235.4. *Practices.*

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

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

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

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

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

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

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

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

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

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

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

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

§ 235.5. Conduct.

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

§ 235.6. Legal obligations.

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

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

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

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

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

Cross References

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

§ 235.7. Certification.

The professional educator may not:

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

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

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

Cross References

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

§ 235.8. Civil rights.

The professional educator may not:

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

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

Cross References

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

§ 235.9. Improper personal or financial gain.

The professional educator may not:

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

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

Cross References

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

§ 235.10. Relationships with students.

The professional educator may not:

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

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

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

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

Cross References

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

§ 235.11. Professional relationships.

The professional educator may not:

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

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employe.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References

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

West Chester University- College of Education

Dispositional Expectations

Teacher Education Dispositions Monitoring Process

If a faculty member documents that a particular Teacher Education or pre-service student is having difficulty with one of the following dispositional expectations in a university- or field-based course that faculty member is teaching, he/she will request a meeting with the student, share evidence of the concerns, hear the student's reason for behavior(s) of concern, make recommendations for improvement where appropriate, and follow up the meeting with a notice and action plan sent to the student and his/her department chair. The notice and action plan will be placed in the student's file in the department. The student also may be required to meet with a committee of faculty within the major department, at the department's discretion, to:

1. Explore the nature of the concerns,
2. Hear the student's reasons for the behavior(s) of concern, and
3. Discuss corrective measures for remaining in the professional education sequence.

If the behavior of concern is not corrected satisfactorily, it may lead to the department's recommendation to deny formal admission to Teacher Education and/or advancement in the program. These recommendations would be forwarded to the Associate Dean of the College of Education for a final ruling. At this time, if the student chooses to appeal the ruling, the matter would come before the Teacher Education Student Appeals Committee, according to established protocol.

Dispositional Expectations

University -based

1. Interaction with the instructor (promotes a professional and effective relationship with the instructor; willing to accept instructor written or verbal constructive feedback)
2. Interaction with other departmental, college, and support staff (maintains a professional relationship; shows respect; values the positions of faculty and support staff)
3. Personal appearance, mannerisms, and values (dressed appropriately to the situation and learning environment; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth of others and dignity in others; works effectively with peers in collaborative ways)
4. Adherence to class policies (punctual; observes schedules, regulations, and expectations of the university-student relationship)
5. Attendance and responsibility (reliable, regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; focuses attending behaviors during class discussion and lecture presentations)
6. Level of preparedness (shows evidence of being well-prepared for class academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates appropriate professional content in assignments).

Field-based

1. Interaction with the site-based teacher (promotes a professional and effective relationship with the teacher(s); willing to accept written or verbal constructive feedback from the teacher(s))
2. Interaction with other building staff (maintains a professional relationship; shows respect; values the positions of and is courteous to administrators and other building staff)

3. Personal appearance, mannerisms, and values (appropriately dressed and groomed to the school culture; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; maintains confidentiality of school matters and child-specific information; demonstrates civility and respect for diversity; sees the worth and dignity of all; works effectively with school staff in collaborative ways)
4. Adherence to class policies (adheres to building and staff policies and procedures; punctual; observes schedules, regulations, and expectations of the university-district relationship)
5. Attendance and responsibility (reliable, regular in attendance and time on-site according to the standards set by the instructor in collaboration with the school partner; fulfills course field obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; shows good professional judgment)
6. Level of preparedness (shows evidence of being well-prepared for field duties academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates enthusiasm for the students and the teaching process; uses time effectively; is able to adapt to changing situations in the classroom or school)

Formal Evaluation of Student Teaching

Student Teacher Candidates are evaluated using the Pennsylvania Department of Education (PDE)-430 evaluation form and West Chester University's Teaching Internship Performance Rating (TIPR) form. The PDE-430 evaluation form is only completed by the University Supervisor twice during the semester. The TIPR form is completed by the Student Teacher Candidate, University Supervisor, and Cooperating (Mentor) Teacher twice during the semester. Please note some educator preparation programs have begun to pilot the use of the Danielson evaluation in place of the TIPR. Additionally, Student Teacher Candidates complete a Lesson Plan assignment during the student teaching experience. This assignment is evaluated by the University Supervisor.

The TIPR, Danielson evaluation, and Lesson Plan assignment are completed in the Professional Education Unit's online assessment system called Tk20. For more information about and to view the evaluation forms, please access the Professional Education Unit's [Assessment Handbook](#).

“Assessment Handbook” hyperlink = <https://wcupa.edu/education-socialWork/assessmentAccreditation/documents/AssessmentHandbook.pdf>