STUDENT TEACHING HANDBOOK

Building Tomorrow’s Teachers Today

2019-2020

Accredited by Middle States, Pennsylvania Department of Education, and the Council for the Accreditation of Educator Preparation
"From this College shall go forth compassionate, productive, ethical lifelong learners who contribute interdependently to a global society."

Lock Haven University
Lock Haven, Pennsylvania 17745
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CHAPTER 1

LHU TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Higher education is at the core of preparation of ‘highly effective’ teachers in this country. (AACTE, 2011; Clotfelter, Ladd & Vigdor, 2007). This is supported by results from separate research studies showing that teachers who enter the profession after having completed an accredited teacher education program are prepared better to work with students than beginning teachers from non-accredited and non-higher education-based programs (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2006; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; and Kane, Rockoff & Staiger, 2006). In its conceptual framework, the Teacher Education Unit at Lock Haven University (LHU) emphasizes elements that are identified as having a profound effect on producing effective teachers in the 21st century.

Current research is clear that effective teachers positively impact the learning of K-12 students previously taught by teachers not identified as being effective (Bill and Melinda Gates Foundation, 2013). The importance of these elements is supported by recent guiding documents from. These include the United States Department of Education’s (USDOE) Reauthorization of the Elementary and Secondary Education Act (ESEA), the Council for the Accreditation of Educator Preparation’s (CAEP) Transforming Teacher Education Through Clinical Practice”, Pennsylvania Department of Education’s (PDE) “Common Core Standards”, the Pennsylvania State Schools of Higher Education’s (PASSHE) “Strategic Vision,” and LHU’s “Vision, Mission, Strategic Plan.”

The LHU Conceptual Framework of the Teacher Education Unit is a comprehensive model that is organized around Charlotte Danielson’s four major elements in her Framework for Teaching which is critical to LHU’s preparation of beginning teachers (Danielson, 2011). These elements are:

- Content Knowledge: Concepts and Skills
- Pedagogy: Research, Theory, and Practice
- Contextual Factors: Learners and the Learning Environment
- Professionalism: Ethics and Dispositions

LHU pre-service teachers are prepared for a profession that is ever changing to meet the needs of students. This ongoing transformation of teacher education and the needs of
PreK-12 students highlights LHU teacher education values that are common to teacher preparation efforts globally. LHU teacher education students will complete their certification programs with a solid preparation that incorporates technology in teaching and standards-based assessment of learning, with a significant focus on clinical practice in partnership with PreK-12 partners. This partnership allows pre-service teachers to use best practices early in their programs and enter the profession with the competencies necessary for beginning teachers to teach effectively.

References


Element One – Knowledge: Concepts and Skills

In order to prepare effective beginning teachers today, it is important that teacher education knowledge, tools, and strategies be aligned with what is happening globally in the preparation of teachers (Delandshere and Petrosky, 2004; Darling-Hammond, et al., 2009; Wang, Lin, Spalding, Odell, & Klecka, 2011). Not only do we need to prepare teachers for what is happening now, but teachers should be adaptable for what education will be like in the future. Current reform in teacher education centers on global knowledge in a global context and how we can increase the likelihood that teachers will be highly effective in educating students for success in the context (Darling-Hammond, et al., 2009; Kane, Taylor, Tyler, & Wooten, 2011). There are two questions that we must answer to prepare our citizens to flourish in the worldwide economy: 1) What skills, knowledge, and concepts should our students have to succeed in today’s global, technologically advanced society and make informed decisions regarding worldwide problems. 2) How do we train and produce the teachers needed to teach and use these skills and knowledge effectively?

What Students Should Know

The Pennsylvania Department of Education has established rigorous academic standards and assessments to evaluate student achievement. The academic standards therein describe the knowledge and skills which students will be expected to demonstrate before graduating from a public school in Pennsylvania. The PDE standards encompass the following subject areas: Reading, Writing, Speaking and Listening; Mathematics; Science and Technology; Environment and Ecology; Social Studies; Arts and Humanities; Career Education and Work; Health, Safety and Physical Education; Family and Consumer Science; and World Languages. Not only does LHU’s teacher education unit emphasize the importance of preparing our pre-service teachers to align instruction with PDE’s standards, but also with the standards such as those developed by the Interstate Teacher Assessment and Support Consortium (INTASC).

The INTASC Standards (Council of Chief State School Officers, 2011) recommend that teachers must have a deep and flexible understanding of their subject areas so that they can access and apply ever-changing subject-matter knowledge. Teachers must be able to help students to see the interconnectivity of ideas regarding local and global issues. Of course, we believe that this is accomplished best at a university-based teacher education program that focuses not only on developing content knowledge, but the pedagogical skills that enable our pre-service teachers to employ best practices for teaching the content to PreK-12 students (Heineke, Carter, Desimone, & Cameron, 2010; Robertson & Singleton, 2010; Shaw, 2008).

The National Council for Accreditation of Teacher Education (NCATE/CAEP) recommends that PreK-12 student learning include not only basic skills but also the knowledge and skills necessary to succeed as a responsible and productive citizen. Curriculum integration has long been proposed as a way of organizing the "common learnings" or life skills considered essential for citizenship in a democracy (Vars & Beane, 2005). The intent should be to help students make sense out of their life
experiences and to make informed decisions that affect them and those around them. (Beane, 1997). Recently, the Pennsylvania Department of Education (2010) adopted the Common Core Standards for Mathematics and Language Arts in order to ensure that students graduating from Pennsylvania schools will learn the information and skills needed to succeed in a global world. Much of this resonates with the philosophy espoused by John Dewey (Boydston, 1989; Cochran-Smith, Feiman-Nemser, McIntyre, & Demers, 2008; Dewey, 1989; Kolb, 1984), who suggested that schools should produce young people who are ready to take their place in a democratic society.

In addition to PDE, national organizations such as Specialized Professional Associations (SPAs) affiliated with the program review and accreditation process for certification degree programs are currently working to reform education in the United States. Many have published guidelines and standards not only for what school students should know and be able to do by the time they graduate from secondary schools, but also how instruction and teacher preparation should be conducted to achieve the visions of the various reform movements. The teacher education programs at LHU are designed to meet the expectations and guidelines set forth by these professional associations.

**How we Prepare Teacher to Convey Knowledge**

The university receives guidance from numerous sources regarding teacher preparation, including PDE, the United States Department of Education, and various national professional associations. For example, the federal *No Child Left Behind Act* of 2001 (NCLB) requires local school districts to ensure that all teachers hired to teach core and other academic subjects are impacting student learning effectively.

The fundamental knowledge requirements for proficient teaching are relatively clear. These include (a) a broad grounding in the liberal arts and sciences; (b) knowledge of the subjects to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content; and (c) the skills, capacities and dispositions to employ such knowledge wisely in the interest of students (Croffordt, Pederson, & Garn, 2011). Helping students develop rich understandings of important content requires teachers to possess understandings that go far beyond the knowledge and skills officially being taught. Many believe that teachers should know the content that they teach, including about the creation, discovery, and testing of new knowledge; major debates and disagreements in the field; principle perspectives or “schools of thought”; how the field has developed; and key contributors to the discipline (Craig & Ross, 2008; Shulman, 1986, 1987). The Teacher Education Unit at LHU highly values these components that are required to provide the necessary content knowledge for beginning teachers to be effective in impacting student learning. We require all prospective teachers at LHU to complete a rigorous program of general education studies at a high level of proficiency (minimum overall GPA of 3.0). Secondary education majors at LHU complete what is nearly the equivalent of a pure degree in their chosen field in addition to the general education requirements with the same high level of expectation. Likewise, PreK-4 early childhood education majors, special education majors with dual certifications, middle level education majors, music education and health and physical education majors, and graduate students in educational leadership complete very specialized coursework appropriate to their fields of licensure. Subject matter knowledge,
while no guarantee of effective instruction, is nevertheless a necessary and critical component of reflective practice.

References


**Element Two - Pedagogy: Research, Theory, and Practice**

Subject-matter knowledge is important for teachers to impact student learning effectively. Not only should teachers have specialized understanding of the content that they teach (Etkina, 2010), but they need to be able to deliver content appropriately and pace the amount of content taught at any given time (Johnsen, 2010). Many reform efforts are calling for changes in our educational system that will help students to develop rich understandings of important content, think critically, construct and solve problems, synthesize information, invent, create, express themselves proficiently, and leave school prepared to be responsible citizens and lifelong learners. Although strong content knowledge and verbal skills have been linked to higher student achievement, this may not be sufficient for quality teaching and learning (Appleton, 2008; Darling-Hammond, 2006; Kane, Rockoff, & Staiger, 2006). In addition, we recognize the increasingly important role that globalization, technology, clinical practice, and assessment have in the education of future teachers.

Research shows that the connection between teachers' subject knowledge and student achievement is mixed, positively influencing student learning up to a certain level of basic competence but becoming less important after a certain point (Appleton, 2008; Darling-Hammond, 2000, 2006; Darling-Hammond, et al., 2008; Grossman, 2005). More recent research by Wenglinsky (2002) revealed that the greatest influence of teachers on students' achievement comes from classroom practices and professional development that supports the students' efforts. Wenglinsky's research indicates that "regardless of the level of preparation students bring into the classroom, decisions that teachers make about classroom practices can either greatly facilitate student learning or serve as an obstacle to it" (p.7). That is, teachers' pedagogical decisions and activities,
separate from but related to teacher subject matter knowledge, greatly affect student achievement (Roberts & Singleton, 2010).

The classroom practices of teachers are in large part shaped by their personal life experiences (Cain & Cain, 2012). Furthermore, according to Dewey (Kolb, 1984), life experiences do not occur in a vacuum, but are a result of contact and communication with others in social situations. Dewey maintained that experiences are akin to building blocks: present experiences are built on ones of the past and serve as the base for ones to come in the future (Kolb, 1984). Thus, experiences occur in continuity with one another and are constantly being changed and negotiated. Vygotsky (1978) also mentions that development or transformative practice is socially and culturally constructed. Development is related to students understanding the world in new ways (Kozulin, 2003, Vygotsky, 1986). Several researchers (Cochran-Smith & Demers, 2009; Darling-Hammond, et al., 2008; Darling-Hammond & Bransford, 2005; Little, Gearhart, Curry, Kahta, 2003) have called for educators to exemplify a thorough understanding of the developmental processes and needs that students demonstrate. In order to assess those needs continually, teaching and assessment must be closely linked processes. The faculties in LHU’s teacher education programs believe that the implementation of standards-based assessment-guided instruction is an extremely important practice and directly relates to appropriate pedagogy. Teachers systematically assess student progress by employing multiple authentic assessment strategies during all phases of instruction. Then, by using this assessment data, teachers are able to make judgments about the relative progress of students in their classrooms and subsequently formulate plans for future lessons and activities. This allows teachers to track what students are learning as well as what they, as teachers, are learning about their students and appropriate pedagogy (Ormrod, 2006). This is also seen in current practices involving Response to Intervention (RTI) strategies such as instructing so that the entire class can continue learning while simultaneously adjusting small-group instruction based on student needs (Peterson, 2011). Not only are LHU preservice teachers prepared to adjust instruction based on students’ needs, but also how they interact with students in lessons is a part of the pedagogical preparation of the preservice teachers. This supports Pianta’s work which provides evidence that how teachers interact during lessons with students makes a difference in how well students learn (Pianta, et al., 2008; Pianta, Belsky, Howes, & Morrison, 2007; Pianta, Howes, Burchinal, Bryant, Clifford, Early, & Barbarin, 2005).

Taking into account the research findings that show the pedagogical skills for effective instruction, the LHU teacher education programs provides several opportunities and experiences for beginning teachers to develop and be able to make wise pedagogical decisions, appropriately incorporate technology into their teaching, and properly assess their students as well as their own instructional effectiveness. This is done in part through the completion of required courses that include appropriately sequenced field experiences in which students can practically apply the techniques discussed in courses. In addition, LHU’s programs require students to reflect on the theories presented and their implementation in the classroom and connect the theories with the clinical practices in which they engage.
References


Element Three - Contextual Factors: Learners and the Learning Environment

The LHU teacher education faculty believe that candidates in the teacher preparation programs at LHU must demonstrate proficiency in identifying and addressing important contextual factors that affect teaching and learning. Contextual factors include, but are not limited to, community environments; family environments; the characteristics of the children themselves, and the school and classroom environments. These factors often play a direct role in a student’s ability to engage in the lessons being taught.

Community. Community and school populations, often defined by socioeconomic levels as well as racial and ethnic composition, are important considerations in planning effective educational programs. Current research suggests that community characteristics have a measurable impact on child development and student learning (Holloway, 2004). When teachers are aware of the challenges and opportunities associated with particular community characteristics they can more effectively match teaching practices to address these and improve student learning and development (Peters et al., 2010).
Today, more than three quarters of public school teachers in the United States are monolingual English speaking (National Center for Education Statistics, 2011). Most, however, are working in classrooms that are increasingly racially, ethnically and linguistically diverse (Gay, 2005). It is critical for future teachers to learn how to effectively approach education with diverse student populations, particularly when the background of the students differs from that of the teacher (Delpit, 2006; Genesee, Paradis & Crago, 2004; Howard & Aleman, 2008; Ramsey, 2004). Even those who end up teaching in a context where not much diversity exists will need to prepare these children to live in the wider, multicultural world (Derman-Sparks & Ramsey, 2006). We provide preservice teachers completing the LHU programs with appropriate opportunities to work in classrooms with children from various types of diverse backgrounds as part of their early clinical practice placements as well as student teaching placements.

**Family.** The home is the first learning environment for children and remains an important context throughout their formative years. Teachers need to consider home environment, family structure, and level and type of parental involvement when planning for instruction. Equally important is that teachers help students connect school experiences with outside learning activities (Bransford, Brown & Cocking, 2000). This connection builds on students’ prior knowledge and helps them see the value in the education received in the school environment, creating a basic understanding of how the school-based learning experiences can be applied in home, community, and work settings. In order to facilitate home-school connections and build on out-of-school knowledge children have acquired, teachers must be aware of family context. The family context is where children first develop a sense of self in the world. The self that develops is shaped by social, cultural and economic factors in the family. We believe that our LHU preservice teachers should not only know about the family contextual influences but experience working with students’ family members whenever appropriate and possible.

**School and Classroom.** As children grow, the classroom becomes an increasingly important learning environment. Classroom environment refers to the pervasive atmosphere, ambience, tone, or climate within a particular setting (Dorman, 2002). Evidence links positive classroom communities to increased student achievement. These positive learning communities are created through teachers’ use of effective management and guidance techniques (Fields, Perry & Fields, 2010; Jones, 2010; Weinstein & Novodvorsky, 2011). Creating a positive learning environment requires the classroom teacher to foster relationships with and between students that demonstrate acceptance of, and respect for each other. These relationships form the foundation of a classroom climate in which all students are encouraged to learn. This positive learning environment is further established when the classroom teacher constructs a learner-centered environment whereby students are prompted to develop their own knowledge structures by predicting and explaining various situations (Bransford, Brown, & Cocking, 2000). Learner-centered environments require an understanding by the teacher of the students’ knowledge, skills, and personal beliefs that are brought to the educational setting (Ladison-Billings, 2001). We believe that teachers who strive for positive learner-centered environments are more responsive to student diversity, thereby maintaining students’ positive self-identity while fostering academic success (Phuntsog, 1999).

**Characteristics of Children.** Effective teachers are able to individualize instruction based on knowledge of the individual characteristics of children including developmental
characteristics and those that arise from particular family contexts. Knowledge of child and adolescent development is critical to understanding their learning and to the construction of effective teaching and learning environments (Pianta, Hitz & West, 2010; Snyder & Lit, 2010). It is important to understand not only the developmental level of children, but it is equally important to understand the range of special needs children may have and how to effectively address these in an inclusive classroom setting (Polloway, Patton & Dowdy, 2012).

Developmental level is only one form of diversity in a classroom. Diversity can also include differences in race, ethnicity, gender, language, disability, socioeconomic status, interests, and learning styles. Attention to the full range of diversity factors is essential to creating an effective teaching and learning environment (Gonzalez-Mena, 2008; Klein & Chen, 2001; Obiakor, 2001). Through coursework and clinical practice opportunities, LHU preservice teachers gain the knowledge and ability to plan instruction for children based on individual learning needs.

References


Perhaps the most important trait of teachers is that they care about students and about the teaching-learning process. LHU’s teacher education programs expect that candidates consistently demonstrate professional behaviors and attitudes that are essential to the teaching profession. LHU’s teacher education programs also maintain screening and assessment procedures to assure that teacher candidates without positive dispositions are...
provided opportunities to adjust those dispositions before being permitted to move forward in our teacher education programs. This is valued at LHU because teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others (Ros-Voseles & Moss, 2007). It is no longer sufficient for teachers to have knowledge and skills in academic subjects; they must also have employability skills (Wayda & Lund, 2005). Professional dispositions are those observable and measurable teacher behaviors such as punctuality and oral communication skills that often determine the success or failure of a beginning teacher (Goodlad, 2002). Developing professional behaviors, including dispositions, ethics, and caring communication skills, is an integral part of LHU’s teacher education programs. This can be seen in the personal traits, characteristics, and ethics of teachers. It is evident as professionals engage in life-long learning and in teachers who care that their students learn and are successful in life.

**Personal Traits, Characteristics, and Ethics**

Professional dispositions are determined by a person’s professional dispositions. According to Wayda and Lund (2005), a positive disposition toward being a teacher is indicated by a preservice teacher who values learning and knowledge, diversity, collaboration, professionalism, and personal integrity. The teacher education programs at LHU recognize the importance of modeling and assessing candidate dispositions that we believe are necessary for teaching effectiveness and attractive to potential employers in PK-12 schools. These skills are necessary and valued skills of all teachers. They include initiative, dependability, commitment to the profession, interpersonal and oral communication skills, resourcefulness, and reflection. Research findings recommend that teachers also develop the ability to identify, analyze, and resolve ethical issues that they face in the classroom, school, and community (Benfu, 2000; Johnson & Reiman, 2007) and plan for and teach strategies for moral development (Benninga, Berkowitz, Kuehn, & Smith, 2003; Bebeau, Rest, & Narvaez, 1999; Ignico & Gannon, 2010; Parkison, 2009).

**Life-long Learning**

Professionalism also requires a commitment to being a life-long learner. Commitment to life-long learning is evident in those teachers who: continuously self-reflect; accept feedback from mentors, peers, and supervisors; and seek professional development opportunities outside of the classroom. The concept of self-reflection is based on Dewey’s theoretical perspective of critical inquiry and how it relates to practice (Van Gyn, 1996). Reflection allows the teacher to identify effective practices through a careful investigation of his or her own teaching experiences so that intellectual and professional growth may take place (Malm, 2009). Preservice teachers must develop the skill of self-reflection in order to continuously grow as professionals, especially within and beyond the university setting. Research also emphasizes the importance of expanding the teacher’s knowledge of discipline and pedagogical skills through peer evaluations and feedback on observed lessons and participating in professional development programs, as well as keeping abreast of new developments in the field by researching findings reported in current literature. Because we live in a changing society, life-long learning is essential for the on-going development of knowledgeable citizens (National Commission on
Teaching, 1996; Darling-Hammond & Sykes, 1999) that are able to compete successfully in a global economy.

Caring

Effective teachers care for their students and recognize that students need to be aware that others care about them. Teachers and students must effectively communicate their mutual consideration. According to Kessler (1999), teachers who care about their students help them to develop a sense of belonging to a community. LHU requires teacher candidates to demonstrate caring communication skills. These skills can be defined as the ability to recognize and respond to individual differences, needs, and desires of students in order to facilitate developmental growth and learning. Rogers and Webb (1991) underscore the importance of caring by reporting that good teaching is inextricably linked to specific acts of caring. In order for caring to be evident, teachers must develop a wide range of strategies to effectively communicate with students in the class, the parents in the home, the teachers and staff in the school, and the administrators in the school district. Notes, checklists, report cards, phone calls, and teacher-parent conferences provide a variety of communicative methods through which teachers demonstrate to all students that they are cared for in the classroom and beyond. Moreover, each day teachers need to provide a safe learning environment where students are valued for who they are and in which their individual perspectives are considered. LHU’s teacher education programs are designed to develop the necessary dispositions, skills, and knowledge to prepare our teacher candidates to become effective, reflective practitioners. Students typically sense when teachers care and it often results in a greater effort to be engaged in the learning process (Lumpkin, 2007). Of course, the literature is clear that student-centered lessons are typically found in classrooms of effective teachers.

References


POTENTIAL STUDENT TEACHING PLACEMENTS

Centre County
Bald Eagle Area School District (Wingate, PA)
Bellefonte Area School District (Bellefonte, PA)
Cen-Clear Child Services, Inc. (Philipsburg, PA)
Our Lady of Victory (State College, PA)
Penns Valley School District (Spring Mills, PA)
State College School District (State College, PA)
State College Friends School (State College, PA)
Young Scholars of Central PA (State College, PA)

Clearfield County
Clearfield Area School District (Clearfield, PA)
Curwensville Area School District (Curwensville, PA)
Philipsburg-Osceola Area School District (Philipsburg, PA)
West Branch Area School District (Morrisdale, PA)

Clinton County
Keystone Central School District (Lock Haven, PA)
Lock Haven Catholic Elementary School (Lock Haven, PA)
Lycoming/Clinton Head Start (Lock Haven Area, PA)
Sugar Valley Charter School (Loganton, PA)

Lycoming County
East Lycoming School District (Hughesville, PA)
Jersey Shore Area School District (Jersey Shore, PA)
Loyalsock Township School District (Loyalsock, PA)
Montgomery Area School District (Montgomery, PA)
Montoursville School District (Montoursville, PA)
Muncy School District (Muncy, PA)
St. John Neumann Regional Academy (Williamsport, PA)
South Williamsport Area School District (South Williamsport, PA)
Williamsport Area School District (Williamsport, PA)

Mifflin County
Mifflin County School District (Lewistown, PA)

Northumberland County
Milton Area School District (Milton, PA)
Warrior Run School District (Turbotville, PA)

Union County
Lewisburg School District (Lewisburg, PA)
Mifflinburg School District (Mifflinburg, PA)

West Chester Area School District (West Chester, PA)

International Schools
Gyenoggi Suwon International School Republic of Korea
Seoul Foreign School South Korea
Taejon Christian International School South Korea
Dalian American International School China
Ichthus School Jakarta Indonesia
CHAPTER II

I. STUDENT TEACHING POLICIES

A. REQUIREMENTS FOR STUDENT TEACHING:
1. Lock Haven University students may apply for student teaching assignments when they have completed the course prerequisites for student teaching in their major curricula, and have earned:
   a. Not less than 96 semester hours;
   b. An overall quality point average of 3.0 or higher;
   c. A minimal quality point average of 3.0 for all major curricula courses (departments designate education courses);
   d. A grade of C or better for each designated curricula course.
   e. Approval of their major curricular area department chair or program head.
2. Transfer students must meet the same requirements listed above in order to student teach.
3. Teacher candidates from other colleges/universities who only student teach at Lock Haven University must meet the requirements of their respective colleges and universities.

B. CLEARANCES AND TB TEST POLICY:
It is the policy of Lock Haven University of Pennsylvania (LHUP) that all teacher candidates must possess a current Pennsylvania Criminal Record Check (Act 34), Child Abuse History Clearance (Act 151), FBI Clearance, Mandated Reporter Training, and a valid TB Test to be eligible for early field experiences and student teaching. **All clearances must be employee-level; volunteer clearances will not be accepted.** Lock Haven University will not make placements for students whose background checks reflect a felony offense. In addition, due to restrictions from school districts, we may not be able to place a candidate in early field experiences or student teaching if a DUI or shoplifting conviction appears on criminal record checks. To that end, the following guidelines are provided for clarification regarding this issue:

1. All persons who intend to participate in field experiences or student teaching must secure the aforementioned documents to establish eligibility to participate in field experiences or student teaching.
2. The clearances, training and TB test must be current and may not expire during the duration of the placement.
3. A student teacher candidate must present the aforementioned documents to the clearance coordinator before any placement begins.
4. **The deadline to submit clearances will be determined each semester by the Office of Student Teaching and Field Experiences. This will be communicated to you and it is your responsibility to meet those deadlines.**
5. **Failure to submit the clearances, training and TB Test to the clearance coordinator by the deadline dates may cause the cancellation of the field placement or both of the student teaching placements. There will be no**
exceptions. Once the placements are cancelled they will not be reinstated. A student who does not meet the deadline for the aforementioned documents will have to reapply to student teach at the beginning of the next semester.

6. Because there is a delay when applying for clearances, students should apply the first week of classes in the semester before participation or student teaching. The task of securing the clearances, training and the TB test is the responsibility of the prospective field experience student or student teacher, not the responsibility of the Office of Student Teaching and Field Experience.

C. LIABILITY INSURANCE
Every candidate participating in a professional semester or student teaching must show evidence of having current liability insurance, equal to one million dollars, that will be in effect for the duration of the semester in which he or she plans to teach in the schools. This documentation, in most cases a professional membership card, must be recorded in the office of the Director of Teacher Education by the current semester deadline determined by the Office of Student Teaching and Field Experience.

D. APPLICATION FOR STUDENT TEACHING
1. A special application meeting is held early each semester to formalize the application process for the following semester. At this meeting, a general orientation to student teaching is given by the Director of Student Teaching and Field Experience. International and urban student teaching opportunities are also highlighted.
A. An assignment meeting is held during the latter part of the semester prior to student teaching. At that time, details are provided concerning the specifics of the requirements and responsibilities of the student teacher.

E. ASSIGNMENT OF STUDENT TEACHERS
1. Student teachers have two (approximately) equal teaching assignments during the student teaching semester.
2. Assignments are made by the Director of Student Teaching and Field Experience. Students are notified of assignments during the semester prior to their student teaching.
3. Most student teachers are assigned to school districts within commuting distance from Lock Haven University. Student teachers provide their own transportation.
4. An ongoing effort to place student teachers in multi-cultural settings:
   a. Student teachers may be placed in the Williamsport area city schools.
   b. Student teachers are permitted to do a half-semester of student teaching in selected international settings.
   c. Student teachers may be placed in Alternative Education sites.

F. PORTFOLIO REQUIREMENTS
Senior Portfolio Requirements/Directions
Directions for preparing the portfolio for student teachers:
1. Before you begin preparing your portfolio, read ALL the rubrics for the Senior Portfolio found in Livetext so that you will know what is expected of you.
2. In the “Introduction” provide information about yourself and if you wish a picture of yourself (optional). Include a Letter of Interest, Resume, Philosophy of Education and your Philosophy of Classroom Management. You also must include clearances (Act 151, 34, Mandated Reporter Training, and a negative TB test), Praxis I and II or PECT scores, and a copy of your academic record which serves as your transcript (until you graduate and receive a formal university transcript).

3. You must include artifacts produced during your field experiences (professional semester/student teaching) for each INTASC/SPA Standard. Match the required artifacts and the program specific artifacts to the appropriate INTASC/SPA Standard. **For each of the required INTASC/SPA Standards you must have at least two artifacts.** We encourage the use of artifacts that meet multiple standards.

4. Be sure to include the required artifacts common to all education majors:
   a. Two Lesson Plans (one from each student teaching placement)
   b. Work Sample/Unit Plan
   c. Communication & Disposition Form
   d. Student Teaching Competency Form (CT/ST)
   e. PDE430 forms

5. Optional artifacts
   a. University Supervisor’s Observation- two from each placement
   b. Classroom Observations- three from each placement
   c. Journal Reflections/daily/weekly logs
   d. Bulletin Board/learning center/websites
   e. Assessment examples
   f. Multiple Instructional Strategies
   g. Classroom Management and Motivational Strategies
   h. Proof of Membership in Professional Organization
   i. Letters to Parents
   j. Community Involvement
   k. Field Trips
   l. Unit Plan from second student teaching placement

6. For each INTASC/SPA Standard you must write a reflection that includes the Following:
  ➢ A rationale for why you chose your artifacts to demonstrate competence in meeting the INTASC/SPA standard and/or NETS-T standard. *Why did you select that particular artifact? How does that artifact address that INTASC/SPA Standard?*
  ➢ An analysis of your meeting the INTASC/SPA Standard. *What did you learn? What would you change if you had the opportunity? Your plan for achieving further competence in a given standard.*

7. In the “Conclusion” comment on your strengths specifically in Knowledge, Skills and Dispositions. In the conclusion, include a plan of action for your future growth in both Knowledge and Skills in relation to your specific professional area.
**Portfolio Score**
You must score at the proficient level for each element of each rubric of the senior portfolio in order for the senior portfolio to be complete. If you score below the proficient level you must re-submit the portfolio with the revisions for that particular element before you will be permitted to graduate.

**Portfolio Presentation**
Each student teacher is required to present the electronic portfolio once it is completed. The presentation can be given in a variety of settings (i.e., student teaching school site, on campus, etc.). The 20-25 minute presentation must have a minimum of two professional reviewers. One reviewer must be the university student teacher supervisor. The remaining reviewer(s) can be any of the following: cooperating teacher, building principal, other building teachers, or program faculty members. If you select the option of presenting the portfolio on campus, you may also invite an underclassman to serve as a peer reviewer. **You are encouraged to have at least one underclassman attend your portfolio presentation regardless of the setting (on campus or in-school site).** Each reviewer must use the Senior Portfolio Presentation Rubric during the presentation. All original completed rubrics must be submitted to your program coordinator. Each student teacher is responsible for setting up the actual presentation (contacting and confirming each reviewer, notifying everyone of location/time of presentation, making sure the room has the necessary technology available, having rubrics available, etc.)

**G. THE FIRST DAY**
1. Prior to beginning the student teaching assignment, the student teacher arranges an introductory meeting with the cooperating teacher. During this visit, the teacher candidate presents the cooperating teacher with a copy of the Student Teacher Background Information Form. A copy is also given to the university supervisor. The student teacher's starting day and time will be confirmed with the cooperating teacher. Both parties will have copies of the University's Student Teaching Calendar.
2. At the beginning of the assignment, the student teacher reports to the main office on the designated day and signs in and/or meets the principal, and proceeds to meet with the cooperating teacher.
3. The time of arrival and departure should be in accordance with the requirements of the teachers in the school building(s) in which the student teacher is assigned.
4. The dress code for the student teacher is to be at the standard of, or more formal than, that of the teachers.
5. Student teachers do not teach on the first day, although they may assist with activities as directed by the cooperating teacher. Actual teaching of some small groups and/or classes generally begins the second through fifth days, as the cooperating teacher feels is best.

**H. ATTENDANCE**
1. The student teacher follows the constituent school calendar and "lives the teacher's day." This includes reporting in the morning when regular teachers
report and remaining at school until the cooperating teacher's day is finished, and all planning and conferencing are finalized. The student teacher will often need to report earlier and/or stay later to assist with extended school programs and requirements. Student teaching will have priority over all other activities, including employment.

2. Professional days, including district in-service days, for cooperating teachers are also professional days for teacher candidates.

3. Student teachers are not to ask cooperating teachers for permission to be absent. On the rare occasion an absence is necessary, the request is to be initiated by contacting the University Supervisor.

4. Illnesses and emergencies are to be reported directly to the University Supervisor and to the cooperating teacher. Make up days and requests for time for job interviews are arranged with the supervisor and cooperating teacher.

5. Student teaching is performance-based and poor attendance and/or tardiness alone is reason for receiving a failing grade or removal from placement.

6. All curricula require student teachers to attend a Practicum one day per week. Cooperating teachers are requested to release teacher candidates on the designated Practicum day so that they can reach their meeting site 15 minutes in advance of the starting time.

POLICY ON ATTENDANCE AND ABSENCE IN STUDENT TEACHING

The student teaching experience at Lock Haven University requires the completion of a fifteen-week semester. Assignments are divided into two approximately equal segments of seven and one-half weeks each. A student teacher is expected to be in attendance at all sessions of every school day for the entire fifteen weeks, including field trips, professional development programs, parent conferences, etc.

There are no authorized absences. Serious illness, death in one’s family, interviews, conferences and emergencies are the only acceptable reasons for non-attendance. No cooperating teacher has the authority to excuse a student teacher, except in the case of illness or extreme emergency. In all cases, the University Supervisor should be notified as soon as possible.

A student teacher is charged with the responsibility of notifying both cooperating teacher and supervisor of impending absences as soon as possible. Requests for interviews or other exceptions must be approved in advance by both cooperating teacher and university supervisor. The supervisor and cooperating teacher are expected to keep a specific record of the date and reason for all cases of lateness or absence.

Any absences must be “made up” during scheduled school or university vacation time, or at the conclusion of each assignment.

I. WORK LOAD
1. Students should plan to devote full-time to their student teaching. Some may be able to work up to 20 hours per week as long as the hours do not conflict with fulfillment of teaching duties.

2. During the student teaching semester, no classes may be taken other than the student teaching/practicum credits. When exceptional cases affecting graduation exist, permission to enroll must be approved by the faculty advisor and the Director of Student Teaching.

3. It is suggested that the student teacher live in or within a reasonable commute to the community in which s/he is student teaching. This allows more time for preparation and participation in school activities.

4. Ordinarily the student teacher's load is increased gradually as competence is demonstrated. As the assignment period ends and the student teacher demonstrates competence, then s/he should assume one to two weeks of full time teaching and only be assisted by the cooperating teacher.

5. It is highly recommended that varsity athletes plan ahead and do not student teach during the semester in which participation in their sport is essential. If it is necessary to student teach during varsity competition, then special arrangements must be negotiated with the cooperating teacher. These arrangements must be made in advance and approved by the university and/or the Director of Student Teaching and Field Experience.

J. ABSENCE OF COOPERATING TEACHER

1. Student teachers are not qualified nor should they be used as substitute teachers.

2. Student teachers are to be assigned to a certified substitute upon the absence of their cooperating teacher. If the absence is extended, then the university supervisor, in consultation with the Director of Student Teaching and Field Experience and the building principal, should reassign the student teacher to another cooperating teacher.

K. SUBSTITUTE TEACHING BY STUDENT TEACHERS POLICY

The School Code, Article XII, Section 1210 and the Proposed Revision of the School Code, Section 5110 govern certification and who may assume full teaching responsibility in elementary and secondary schools in the Commonwealth.

A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since student teachers normally do not hold valid certificates, their assignments as substitutes violate the school code.

In the event that one's cooperating teacher is absent, a qualified substitute teacher must be assigned to his/her duties.

Student teachers should not be assigned to cover another teacher's classroom schedule--lunch, hall, bus or study hall duty. However, they should assist their cooperating teacher with these duties when requested to do so.
University policy prohibits the release of the student teacher to accept a teaching position prior to successful completion of his/her student teaching. Receiving compensation for student teaching is also prohibited.

L. COOPERATING TEACHERS

1. A student teacher works directly under a cooperating teacher. The degree to which a student teacher may select teaching topics, methods, and materials is determined by the cooperating teacher and the school district curriculum and program. The university supervisor will show flexibility by accommodating any variances between student teaching and practicum assignments, and the school curriculum and preset patterns established by the cooperating teacher.

2. The student teacher will always teach from a lesson plan approved at least 24 hours in advance by the cooperating teacher. The cooperating teacher will also assign and approve units of instruction, when appropriate. It is understood that there is great variability across the educational landscape, and flexibility will be a key word when planning, teaching, and learning are involved.

3. The cooperating teacher serves as the representative of the University in providing a laboratory experience for the student teacher. Initiative should be taken by the cooperating teacher to confer often with the student teacher. Informal conferring should take place daily and formal conferences, reviewing the student's progress toward attainment of competencies should be at least weekly.

4. The qualifications of the cooperating teacher include:
   a. A minimum of three years teaching experience
   b. A B.S. degree (a Master's degree is preferred)
   c. Approval of the Director of Student Teaching & Field Experience.

M. UNIVERSITY SUPERVISORS

1. The university supervisor will formally observe each student teacher a minimum of two times during an assignment period. Each student teacher will be visited a minimum of four times a semester.

2. Additional visits may be requested by the student teacher, the cooperating teacher, or the school administration.

3. Observations of a student teacher ordinarily will include one or more complete teaching sessions. If time permits, there should be a conference prior to the teaching and the observation. Following the observation, a conference should be held with the student teacher and the cooperating teacher, if all parties are available. Minimally, the supervisor should at least confer with the cooperating teacher when three-way conferences are not manageable.

4. The university supervisor will complete an observation form as a record of each visit. Copies of the form will be distributed to the student teacher, the cooperating teacher, and the original will be filed with the student teaching records.

N. ASSESSMENT
1. The fundamental purpose of the observation and follow-up conference should be a collaborative effort to reflect on the actions and needs of the student teacher to improve as a teacher. The student teacher needs to be viewed as a reflective decision-maker who needs professional input on the content s/he teaches, how s/he teaches, and strong support in self-evaluation.

2. The cooperating teacher will be asked to complete at least two written forms of evaluation. During the fourth week of the placement and again near the last week of the placement, the cooperating teacher will record the student teachers’ progress on the LHUP student teacher (ST) competency form. The cooperating teacher should share this information with the student teacher and the LHUP supervisor at the final three-way conference.

3. The student teaching program of Lock Haven University of Pennsylvania assesses the student teacher's performance by assigning a letter grade. Both formative and summative assessments are utilized. The cooperating teacher provides input and information for the supervisor of the student teacher to consider as part of the grading process. Ultimately, the university supervisor makes the final decision regarding the "earned" grade of the student teacher.

II. GUIDELINES FOR THE STUDENT TEACHING EXPERIENCE

A. GUIDELINES FOR COOPERATING TEACHERS

As would be expected, student teachers are not prepared to teach full-time immediately upon arrival. At first, they will benefit a great deal by observing the cooperating teacher and students to gain a beginning understanding of the pupils, the curriculum and the teaching and class management procedures and policies. The student teacher should be able to assist in the classroom by carrying out planned lessons and working with individuals or small groups as assigned by the cooperating teacher. After the first week or so, the student teacher should be expected to plan and implement lessons for part of the day, with the student teacher’s responsibilities increasing gradually until about the fifth week. Then the student teacher should be expected to plan and teach the entire day for a week to two weeks. It is worth mentioning here that it continues to be the policy at Lock Haven University of Pennsylvania that a student teacher is to live the teacher’s day.

Honest, direct feedback from the cooperating teacher is critical throughout the experience, especially in the early stages; it is an essential component of the mentoring process. When the student teacher is teaching, the cooperating teacher should be in the classroom at all times to provide support (sometimes just by being there) or be a part of the lesson if appropriate. Team teaching is encouraged! Student teachers expect cooperating teachers to offer suggestions during the planning phase as well as after the lesson has been taught. Indeed, many successful cooperating teachers even interject helpful comments during some lessons—which, recent research has shown, most student teachers appreciate a great deal.

The student teacher’s reflection on each day’s events—and on the entire experience is another very important component of the pre-professional’s learning process. Cooperating teachers can assist the student teacher in this practice during conferences as
well as during casual conversations. **Using the Supervisor’s Observation Form and the Student Teaching Evaluation Competency Form, found on the LHU Student Teaching & Field Experiences website, as references can be helpful starting points in the mentoring and reflection processes.**

Within the first week or so of the placement, the University supervisor may make an introductory visit with each cooperating teacher and answer any questions concerning any facet of the student teaching program. During the term, the supervisor will make at least two formal observations followed by conferences with the student teacher and the cooperating teacher. (Three-way conferences are often the most helpful.) The supervisor will generally make a few, less formal visits, as well. If the student teacher is not meeting his/her responsibilities, please notify the supervisor immediately. Incompetence or irresponsibility is not to be tolerated.

**Below are some statements which note some of the cooperating teacher’s roles during the mentoring process.** They have been extracted and modified over the years and reflect thousands of hours and decades of input from cooperating teachers, administrators, student teachers, and university supervisors. We trust these statements will be helpful to you, as well.

1. Familiarize the student teacher with school and classroom policies and practices.
2. Provide the student teacher with as many different kinds of experiences as possible.
3. Provide the opportunity for the student teacher to get involved in activities related to the classroom teaching experience.
4. Help arrange observations of other teachers.
5. Help the student teacher plan and implement high quality learning experiences for the pupils.
6. Help the student teacher develop productive class management and discipline strategies.
7. Help the student teacher learn to solve the many problems in normal day-to-day activities.
8. Help the student teacher develop a sound philosophy of education—one based on mature, professional judgment.
9. Help the student teacher select material to be taught (allow some freedom to experiment if possible).
10. Assist the student teacher in developing a variety of practical, productive methodologies.
11. Encourage the student teacher to use technology and other appropriate resources.
12. Approve ALL unit and lesson plans at least 24 hours PRIOR to their teaching. Initial and date lesson plans.
13. Serve as the subject matter expert in matters of accuracy, fact, etc.
14. Acquaint the student teacher with the record keeping processes and specify student teacher’s responsibility in keeping records.
15. Serve as a guiding hand in dealing with daily problems.
16. Encourage appropriate input from the student teacher at gatherings of the faculty.
B. GUIDELINES FOR STUDENT TEACHERS

Below are some of the regulations the student teachers are required to follow. Perhaps this will be helpful to you as a cooperating teacher as well.

Attendance
1. The student teacher will follow the cooperating teacher’s daily schedule (observe arrival and dismissal times)
2. Student teachers are required to attend “practicum” each Tuesday at 3:30 p.m. They will need to leave at a time reasonable for them to get to the practicum destination by 3:15 pm. On a few occasions, they must travel greater distances to come to special sessions on the University campus.
3. The student teacher will follow the school district’s calendar (not Lock Haven University’s) for holidays, vacations, etc. Student teachers are not to request days-off for personal reasons. Some students might need to make arrangements for job interviews or university related activities. Specifics must be approved in advance by the cooperating teacher and the university supervisor.
4. The student teacher is expected to make-up any days of absence regardless of the reasons. Specifics must be approved in advance by the cooperating teacher and the university supervisor.
5. The student teacher will attend all faculty meetings, in-service days, parent nights, PTA meetings, etc. Attendance at athletic events, dances, etc. is not required but strongly encouraged when appropriate.
6. The student teacher will, in case of illness, call the cooperating teacher or school first, and then call the supervisor.

Observations
1. Student teachers are required to observe a minimum of two teachers other than their cooperating teacher. Details will be outlined at the first practicum for student teachers.
2. Student teachers are to observe the cooperating teacher and students in the classroom in which they are placed.

Teaching
1. As directed by the cooperating teacher, student teachers are to begin interacting with students as soon as possible.
2. After an initial observation period of a few days, the student teacher should be expected to plan and implement lessons for part of the day.
3. The student teacher’s responsibilities should increase gradually until about the fifth week when the student teacher should be expected to plan and teach the entire day for a week to two weeks.
4. The student teacher will write lesson plans according to the guidelines of the university supervisor and cooperating teacher so that the cooperating teacher is able to approve them 24 hours PRIOR to teaching.

Other Student Teacher Responsibilities (Where Applicable)
1. homeroom
2. bulletin boards
3. displays
4. learning centers
5. operating educational technology devices
6. cafeteria duty
7. study hall duty
8. bus duty
9. playground duty
10. detention duty

**Orientation Activities** (for the student teacher to do)
1. Study the characteristics of this age group and be able to apply what is learned as you teach.
2. Make a diagram or seating chart with room arrangements.
3. Discuss an overview of the classroom program and curriculum with the cooperating teacher.
4. Discuss classroom management, discipline, school policies and rules with the cooperating teacher.
5. Move around the room and observe students as they work.
6. Discuss unit to be taught during the placement period with the cooperating teacher.
7. Become familiar with student characteristics, personality and health, as deemed necessary by the cooperating teacher.
8. Become acquainted with school facilities and support staff: cafeteria, nurse, office, supply, custodian, and guidance office.

**C. PROFESSIONAL DRESS AND DECORUM**
Professional personnel working in schools are expected to conform to reasonable standards of dress that are appropriate for adults working in a professional capacity. Lock Haven University observers, participators, and student teachers are school district guests and must conform to the expectations of professional attire being worn in the host school. All Lock Haven University students in assigned field placements, including student teaching, should adhere to the following guidelines:

**Males**
- No earrings or visible body piercings or tattoos
- No head covering indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes; *exceptions will be made for Athletic & Physical Education majors leading a physical activity.*
- No shorts; *exceptions will be made for Athletic & Physical Education majors leading a physical activity.*
- Socks must be worn
- No denim or leather pants
- Wear clean, pressed clothing in good repair
- Clothes should fit properly so that no undergarments are exposed
- Hair should be clean and styled
• Be conservative

**Females**

• Restrained jewelry; no earrings in places other than the ear; earrings are of reasonable length (no long chains or hoops)
• No visible body piercings or tattoos
• No head coverings indoors; exceptions will be made for religious purposes
• No athletic apparel, including shoes; *exceptions will be made for Health & Physical Education majors leading a physical activity.*
• Hair should be clean and neatly styled
• No denim or leather pants
• Clothes should fit properly so that no undergarments or excess cleavage are exposed
• Clothing should not fit tightly or be of such thin material as to reveal outline of underwear
• Avoid crop tops and low-rider pants that will reveal back or midriff during normal instructional activity
• Wear clean, pressed clothing in good repair
• Restrained makeup
• Modest skirt length
• Wear shoes that are comfortable and that will not inhibit movement during instructional activity
• Be conservative

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If clothing is determined to be unacceptable, the student teacher will be asked to go home and change clothing. Any missed days must be made up.

If a district policy is more specific than University policy, then the school policy should be followed.

In order to support school spirit, exceptions to this policy can be made for special days in the school. Approval of the university supervisor is strongly recommended.
CHAPTER III

FUNCTIONS OF STUDENT TEACHING IN THE TEACHER EDUCATION PROGRAM

A. OBJECTIVES

1. The student teacher will develop competency of teaching through experiences involving fundamental methods, procedures, practices, and techniques such as:
   a. Conducting classroom routines efficiently
   b. Using accepted and innovative methods effectively
   c. Recognizing differences and providing for individual differences
   d. Stimulating and guiding thoughtful discussions
   e. Maintaining a positive learning environment
   f. Establishing effective classroom management strategies
   g. Creating and implementing a variety of assessments
   h. Reflecting and evaluating one's teaching
   i. Selecting, organizing, and relating subject matter according to sound educational principles
   j. Assuming responsibility for the total development (social, physical, and mental) of each child
   k. Attending staff meetings
   l. Participating in in-service activities

2. The student teacher will develop a sound professional attitude toward teaching by:
   a. Collaborating with professionals and staff who hold such attitudes
   b. Developing the habit of reading professional literature
   c. Participating in professional organizations
   d. Communicating with parents and families
   e. Participating in community activities
   f. Developing high ethical standards
   g. Developing a desire for professional improvement through self-evaluation and through seeking supervisory assistance
   h. Adhering to school policies
   i. Demonstrating a willingness and desire to improve the learning situation

3. The student teacher will develop a sound, integrated philosophy of education by the following:
   a. Observing children, in a learning environment, interacting with one another and the teacher
   b. Discussing with the cooperating teacher the purposes and content of various lessons with the students in mind
   c. Designing and implementing planned lessons
   d. Assuming responsibilities for other duties assigned to the cooperating teacher
   e. Reflecting on learning experiences through self-evaluation, feedback from cooperating teachers, supervisors, and others as needed
   f. Understanding and appreciating the total program of the school
4. The student teacher will develop appropriate personal characteristics such as:
   a. Building confidence in one's ability to teach successfully
   b. Recognizing and improving one's undesirable characteristics
   c. Evaluating and abiding by community standards for the teacher
   d. Cooperating with fellow workers and superiors
   e. Practicing acceptable standards of personal grooming
   f. Developing sensitivity to needs and aspirations of students
   g. Demonstrating caring communications

B. ROLE OF STUDENT TEACHING
Student teaching is the culminating full-time laboratory experience that provides an opportunity for theories, techniques, skills, and innovative practices to be applied in actual practice.
CHAPTER IV

OBSERVATION IN STUDENT TEACHING

A. IMPORTANCE OF OBSERVATION IN LEARNING
   In any occupation or profession, one of the best ways of acquiring skills is to observe how experienced and skillful workers perform the various activities which occur in a specific occupation. Observers in the classroom have for their primary purpose learning how successful teachers put the theory about teaching into practice in the classroom. In the beginning, observation for the university student or student teacher should be confined to specific procedures.
   1. The observer may wish to study any one of the following aspects of teaching:
      a. How the classroom is organized and administered
      b. How administered routines save time and contribute to effective learning
      c. How the teacher effectively manages the classroom
      d. How the pupil interest is motivated
      e. How classroom discussion develops
      f. How provision is made for individual difference
   2. As skills develop, such complex activities may be observed as:
      a. Developing an awareness of procedures to help learners become critical thinkers
      b. Applying psychological principles to learning situations
      c. Developing an awareness of the ways in which creativity may be stimulated
      d. Becoming aware of the achievement in the class situation, evaluating growth and planning for the next steps in learning
   3. The amount of time spent in observation will vary with each student teacher. Factors which might influence this decision include:
      a. Number and quality of previous observations (psychology, methods courses and professional semester experience)
      b. Participation experiences prior to student teaching
      c. Assessment of need by cooperating teacher, university supervisor, and student teacher, after student begins teaching
   4. The first day may be primarily observation in the assigned classrooms, with some participation. Student teachers who have had a considerable amount of classroom experience prior to the student teaching experience may well balance observation and teaching throughout the assignment, utilizing the observation opportunity to self-evaluate their own teaching, rather than follow an initial, extended observation time with a total teaching experience.

B. TYPES OF LESSONS OBSERVED
   1. Although it is important to observe pupils' learning in the major fields and at the level at which the student teacher will be working, it is equally important to acquire a knowledge of the differences in learners at different stages of development. Student teachers should plan to observe other levels in the school program.
2. Since learning can be acquired in a number of different ways, the observer should plan to observe such different types of learning procedures as:
   a. The experience lesson which would include emphasis upon democratic behavior, growth and development data in planning and development of the unit, the organization of the unit procedure to the individual needs of each child, the challenge of critical thinking and problem-solving techniques, and the evaluation of the learning resulting from the unit.
   b. The discussion lesson in which the students have done independent thinking to arrive at certain specific goals and have been stimulated to do creative thinking.
   d. The problem-solving lesson in which the pupil would use the knowledge acquired and skills developed as a guide to solving specific problems.
   c. The practice lesson in which skills are acquired for use in further study.
      This type of lesson can be helpful in such subjects as mathematics, music, foreign languages, and physical education.
   e. The appreciation lesson in which a high level of skill is acquired to teach the understanding and appreciation of the arts.

C. EVALUATION OF OBSERVATION
   In evaluating the observation, the observer must remember a point which was made earlier in this chapter. The purpose of the observation is to learn about teaching, the problems related to teaching, and the different solutions to these problems. It is not the purpose of the observer to judge the teacher or the teaching.
CHAPTER V
ORIENTATION OF THE STUDENT TEACHER

A. GETTING ACQUAINTED WITH COOPERATING TEACHER
   1. Student teachers should contact the cooperating teacher with whom they have been assigned to student teach and make arrangements for a preliminary visit.
   2. The completed "Student Teacher Background Information" form should be presented to the cooperating teacher during the preliminary visit.
   3. During the preliminary visit, the student teacher and the cooperating teacher might discuss:
      a. A preview of the student teacher's prospective experience
      b. A preview of the daily program of the school; the hours of arrival and time of departure for the student teacher.
   4. During the preliminary visit, the student teacher and the cooperating teacher should exchange telephone numbers and email addresses, so that contact can be made after school hours if there is an emergency or an absence.

B. GETTING ACQUAINTED WITH ADMINISTRATIVE PERSONNEL, SPECIAL SERVICES AND SCHOOL FACILITIES
   1. The student teacher should be given a tour of the building in order to meet the personnel and become familiar with the facilities.
   2. The student teacher should be made aware of secretarial, psychological, and welfare services. Use can be made of faculty meetings, lunch periods, department meetings, and other such meetings.
   3. The student teacher may be told about specific teachers that the coop wants to be observed and at which times it is convenient for them to be visited.
   4. The student teacher should be told the school policies and expectations as well as their responsibility concerning the following:
      a. Lunchroom set-up
      b. Restrooms
      c. Stock room or supply room
      d. Recess, free periods and play periods
      e. Special classes such as music, art, gym
      f. Available technology
      g. Parking
   5. The student teacher should be given a school calendar and school handbook.

C. GETTING ACQUAINTED WITH STUDENTS
   1. The student teacher should learn each child's name as quickly as possible.
   2. If in accordance with school district policies, the student teacher should study available records, files, IEPs, so s/he can better understand the children. All this information must be kept confidential.
   3. The student teacher should be alert to all situations and activities. S/he should look for things to do.
   4. The student teacher should organize his/her own thinking about what will be expected of them. S/he should have questions ready to ask the cooperating teacher.
5. The student teacher may start some anecdotal records of certain students.

D. GETTING ACQUAINTED WITH THE COMMUNITY
1. The student teacher should be alert to and informed of events in the community which will lead him/her to become better acquainted with the parents and other members of the community.
2. The student teacher should be made aware of the community's morals and values.
3. The student teacher is encouraged to attend or to participate in some of the following:
   a. Sports events
   b. School Board meetings
   c. P.T.A. meetings
   d. School functions such as plays, musicals
   e. Community drives
   f. Community services such as scouting
CHAPTER VI

EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES

Classroom Management = All students accepted by teachers and peers consistent classroom rules and procedures monitored active engagement in practical, relevant learning + problem solving taught and consistently modeled.

A. PRIOR TO THE LESSON
   1. Prepare, gather, and organize materials
   2. Plan and organize lesson to meet diverse needs of learners
   3. Gain knowledge of content and students
   4. Arrange room for effective teaching
   5. Know students' needs and behaviors, proactively planning to eliminate distractions
   6. Become informed of cooperating teacher's management style and school policies regarding discipline and enforce them
   7. Develop a consistent management plan to be followed
   8. Establish a positive, caring, and respectful attitude toward all students, faculty, staff, and administration
   9. Build a supportive community of learner
   10. Plan a motivating introduction and encompassing concise closure

B. DURING LESSON
   1. Implement lesson plan--use manipulatives, hands-on, visuals, creativity, student involvement, effective questions, available resources (parents, community, businesses, technology)
   2. Use voice effectively
      a. Loudness (Volume)
      b. Enunciation
      c. Pronunciation
      d. Inflection
   3. Give clear written and/or oral directions/check for understanding
   4. Circulate around the classroom/develop a classroom “presence.
   5. Use nonverbal techniques and always choose these methods of management before verbal intervention
      a. Eye contact
      b. Proximity
      c. Location in classroom
      d. Facial expressions
      e. Hand signals--Body Language
   6. Implement a management plan consistently in order to increase student learning and change inappropriate behavior
   7. Listen to student responses and provide specific descriptive feedback
   8. Use positive reinforcement as often as possible/focus on positive rather than dwell on the negative.
C. AFTER LESSON
   1. Follow-through with commitments and other responsibilities related to lesson
   2. Reflect on learning and behaviors that took place
   3. Plan for subsequent lessons, making adaptations for special needs and different learning styles
   4. Consult others, as needed, for information about management and lessons
CHAPTER VII

PRINCIPLES OF PLANNING

A. INITIAL EXPERIENCES IN TEACHING
   1. Student teachers are individuals and as such will portray the normal
      differences to be expected in any group. Some student teachers will report to
      school more prepared to assume the responsibilities of teaching than others.
      Regardless of the growth at this stage, every student teacher should have
      reasonable time to become acclimated to the school before the complete
      responsibility of teaching full class periods is assumed.
   2. The more advanced student teachers will need a minimum of two or three
      days of orientation, while some student teachers may need a longer period of
      intermittent teaching experiences under careful guidance. Student teachers
      should be given increased responsibility for teaching and planning until they
      have reached the normal teaching load.
   3. Student teachers are to be regarded as professional persons. During this
      orientation period, they should be drawn into the classroom situation as soon
      as possible.
   4. In many instances it is possible to provide activities in which the student
      teacher may be individually responsible. When feasible, these activities
      should begin on the first day. Activities in which student teachers may engage
      until they are ready to take over the teaching and planning of classes in their
      entirety are:
      a. Getting familiar with children's names
      b. Taking roll
      c. Taking notes on observations and marking papers
      d. Giving additional assistance to individual students or working with small
         groups of students
      e. Conducting a current events discussion
      f. Assigning lockers
      g. Collecting milk and/or lunch money
      h. Regulating lighting and ventilation
      i. Securing and setting up visual aid equipment
      j. Arranging bulletin boards
      k. Assisting in hall, playground or lunchroom duties
      l. Arranging and passing out supplies
      m. Telling or reading stories
      n. Leading opening exercises

B. INDIVIDUALIZING INSTRUCTION
   Since it is the policy of the university to emphasize meeting individual needs
   whenever and wherever possible, student teachers are encouraged to ascertain as
   much information about each pupil as available.

C. OBJECTIVES OF PLANNING
   1. For the beginning teacher there is no adequate substitute for thorough and
      comprehensive planning. Student teachers need to write lesson plans for all
lessons (activities) known in advance. The cooperating teacher will indicate approval by initialing and dating the written plan. (For student teachers in all curricula, this approval of the lesson plan should be given 24 hours before the lesson is taught.)

2. The well-organized plan has many values to the student teacher. Some of its purposes are:
   a. To gain poise and confidence before the class
   b. To keep focused on the subject, but be flexible enough to take advantage of the worthwhile contributions of the group
   c. To present material logically and comprehensively
   d. To achieve greater freedom of teaching, freeing student teachers from thinking ahead while they are busy with the work of the moment
   e. To connect the current lesson with that of the preceding lesson, so that both the student teacher and the student can see continuity
   f. To keep in mind and to work constantly toward established objectives and Pennsylvania State Standards
   g. To know thoroughly the subject matter to be taught
   h. To provide for the utilization of a variety of appropriate learning experiences
   i. To provide interest and supply continued motivation
   j. To have in readiness all the materials which will be utilized during the period
   k. To provide for clear, concise and worthwhile assignments
   l. To help plan for individual differences in the group and diverse populations
   m. To ensure coherence, the adequate covering of sufficient material, as well as closing the lesson or unit with a summary or conclusion.

D. COLLABORATIVE PLANNING BY STUDENT TEACHER AND COOPERATING TEACHER

1. Student teaching experiences are based upon the premise of a cooperative and collaborative venture between the student teacher and the cooperating teacher. Initial orientation conferences regarding prior and present student learning should be discussed during the first or second day. Long term plans or courses of study should be outlined to the student teacher. When student teachers have knowledge of the overall plan, they shall be responsible for the unit plans that come within this framework. This planning is based upon the idea of the student teacher in the foreground, and the cooperating teacher in the background as a guide and director of the learning activity. Consistently throughout this process, the student teacher needs to be reflecting on his/her experiences and modifying planning and teaching accordingly. The cooperating teacher needs to provide feedback both positive and constructive on a continuous basis.

2. The cooperating teacher has the overall responsibility for the program and the accomplishment of the course objectives and, therefore, the work of the teacher will be within this framework. Within the framework of the course objectives, the student teacher should have the responsibility and freedom for using innovative skills and techniques to meet the objectives of the course.
CHAPTER VIII

LIVETEXT

LiveText is a web-based software currently used by more than 275 universities and 100,000 teacher candidates across the United States. LiveText was designed to be as flexible as possible. The product offers many opportunities for technology integration and provides many benefits for both students and faculty. LiveText is a (n)

▪ On-line organizer for teacher candidates
▪ A communication feedback or mentoring tool for teacher candidates and associated faculty.
▪ A tool that provides candidates with an opportunity to learn how to integrate technology into future instruction.
▪ An opportunity for candidates to practice integrating state learning standards into daily curriculum.
▪ A tool that allows faculty and students to share course information electronically.

Lock Haven University adopted LiveText in 2003 in order to provide candidates in the teacher education program with an electronic means to collect evidence of teaching effectiveness that can be compiled and shared in a digital portfolio. Candidates using LiveText can also:

▪ Create lesson plans and projects
▪ Use templates created by LiveText or the University
▪ Access academic standards
▪ Link assignments and projects to their portfolios
▪ Share documents with instructors for grading
▪ View rubric assessments and comments posted by instructors
▪ Form groups in LiveText
CHAPTER IX

CONFERENCES IN THE STUDENT TEACHING PROGRAM

A. INITIAL CONFERENCES
1. Social environment is very significant in terms of relationship between the conferee and the teacher. Friendliness and understanding that should prevail during the initial conference can be of tremendous significance to future conferences and to the success or failure of the student teacher's experiences.
2. Conferences should be held at a time when the cooperating teacher is free to devote all of his/her attention to the new student teacher.
3. The place of the initial conference should be planned so that the room where the individual will do his/her teaching will be vacant, allowing the cooperating teacher and the student teacher access to discussion material.
4. Information to be discussed in the initial conference should be kept rather general and all-inclusive rather than specific. Too many facts, given at this time, tend to become vague and, in all probability would be forgotten. It is recommended that after a short initial introduction to the procedures, most of the initial conference should be devoted to getting acquainted and outlining duties for the first few days of school.

B. REGULARLY SCHEDULED CONFERENCES
1. A definite time, at least once a week, should be set aside for a supervisory conference between the cooperating teacher and the student teacher. This time is reserved for discussing problems related to the individual teaching assignment.
2. The following characteristics are considered essential to good conferences:
   a. Establishing rapport with the student teacher
   b. Beginning on a positive note
   c. Ending on a positive note
   d. An open mind on the part of the cooperating teacher
   e. Consistency on the part of the cooperating teacher
3. It is recommended that, in the weekly conferences between student teacher and cooperating teacher, time is spent on the immediacy of the teaching and the long-range competencies, as identified on the final evaluation of student teaching competency form. These competencies will vary slightly with programs, but should be evaluated at regular intervals during the assignment.
4. Much emphasis on evaluation is needed. There is need for the concept of evaluation to be defined so that the student teacher and the cooperating teacher have concepts of evaluation that are compatible. The competency form is useful during conferences so that student teachers may know what qualities are considered important in teaching. The use of various methods of evaluating children should also be studied.

C. NON-SCHEDULED OR IMPROMPTU CONFERENCES
There should be many non-scheduled or impromptu conferences. These should not take the place of regularly scheduled conferences but should take care of the
immediate problems or situations as they arise. Both cooperating teachers and
student teachers should assume responsibility for initiating such conferences.

D. THREE-WAY CONFERENCES
1. Three-way conferences of student teacher, cooperating teacher, and university
   supervisor should be held throughout the student teaching assignment as
circumstances and time permits. The initiative for requesting such conferences
rests equally with the three participants. The student teacher should feel a
special responsibility for requesting a three-way conference when there are
problems or new situations for which he/she seeks help, advice, assistance or
discussion.
2. Three-way conferences may be devoted to any one or all of the following:
a. To evaluate the teaching competencies and personal growth of the student
teacher
b. To make all parties cognizant of any special successes or problems
c. To aid the student teacher with self-evaluation
d. To exchange views and make plans for any necessary adjustments in the
   student teaching schedule
e. To provide a teaching and learning situation for all participants
f. To discuss new goals to be achieved

E. FINAL CONFERENCES
1. A final conference will be held toward the close of the student teacher’s
   assignment among the university supervisor, the cooperating teacher, and the
   student teacher. It will include a review of the student teacher competency
   forms.
2. The conference should be characterized by particular emphasis upon positive
   aspects of progress during this period of training. It should include a detailed
   review of the competency evaluation criteria, with specific reference to items
   in which marked improvement has been made and to those that will require
   continued future attention.
3. In this final conference the university supervisor should endeavor to obtain
   reactions of both the cooperating teacher and the student teacher to typical
   questions such as these:
a. How can the university better prepare students for student teaching?
b. How can our program for student teaching be improved?
c. How can we best contribute to the continued growth of our graduates?
CHAPTER X

CAREER DEVELOPMENT OFFICE

A. FUNCTIONS OF CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT OFFICE

The Center for Career and Professional Development in Ulmer Hall is an integral part of the University’s educational program. It offers a wide range of free services to help students explore, select and pursue a career path. Individual career counseling is available as well as FOCUS, an online, interactive career and educational planning system, to assist students with the career planning process. The office also maintains a Career Library of up-to-date information on career options, employer organizations, internships, job listings, and graduate/professional schools. Assistance is provided in developing career objectives, resume writing, interviewing skills, and job search strategy.

A significant publication provided free to all senior education majors by the Career Services Office is the "Job Search Handbook for Educators." The Handbook is published each year to assist teacher candidates in developing a logical and thorough job search plan. Included in the annual is the "Teacher Supply and Demand Survey" which presents a detailed overview by geographical and subject areas, as well as information about average salaries by region.

In addition, seniors may establish a credential file in the office and participate in on-campus recruiting visits and job fairs.

The Center for Career and Professional Development, however, is not an employment agency. Its purpose is to provide information that allows qualified candidates to apply for job openings that will complement their prospective careers.

B. CREDENTIALS

Lock Haven University students who anticipate earning a degree in the current academic year have the option of establishing a credential file. Establishing a file registers you with the Center for Career and Professional Development in Ulmer Hall, and eliminates the time-consuming process of repeatedly gathering documents for application to employers or graduate schools.

The credential file consists of a signed Credential Registration form and references from significant professors and employers. Candidates are encouraged to acquire at least three (3) but no more than six (6) references for their file. Education majors should request references from their cooperating teachers and university supervisor(s) of student teaching since these references are generally requested by chief school administrators.

Reference writers may use the forms provided or their own personal letterhead. References should be sent directly to the Center for Career and Professional Development in Ulmer Hall. Only references from individuals listed on the registration form will be considered part of the active file. References submitted from individuals not listed on the registration form will not be released. It is the candidate's responsibility to check and
make sure that all references have been submitted. Furthermore, credentials will not be released until a signed registration form and significant references are on file. In addition to the registration form and references, optional materials in the file may include an unofficial transcript, a copy of the teaching certificate, and a copy of the Act 34 and 151 Clearances.


Each candidate may have copies of his/her credential file once it is complete. Candidates may call, write, fax, e-mail, or come to the office in person to request files to be mailed to employers and/or graduate schools. Phone requests, however, are limited to two (2) addresses per call. Candidates must provide the Career and Professional Development office with correct name (birth, married), date of graduation (month/year), major, and complete name and address of the organization where credentials are to be sent. If this information is not provided, there could be a delay and an application deadline could be missed. Most requests are honored within 24-48 hours.

C. RETENTION OF CREDENTIALS
Credentials will be kept on file in the Career and Professional Development office for ten (10) years. If the file is updated at any time during that period, the file will be kept for another ten (10) years from that date. Candidates are responsible for maintaining up-to-date information in their file, and may update their files as often as they wish. Each summer the office will purge files that have not been updated within the last ten (10) years. Prior to destroying a file, it will be scanned and saved on disk.

D. SERVICE TO ALUMNI
The assistance of the Career Services Office is available to all graduates of the University. Graduates seeking such assistance should plan to bring their credentials up-to-date by securing the appropriate materials from the office.

Lock Haven University Career Services can be located online at www.lockhaven.edu/career
CHAPTER XI

STUDENT TEACHER CERTIFICATION PROCESS

Once the Registrar’s Office notifies the Certification Officer that the majority of clearances are completed, the Certification Officer runs the graduation list and begins to process applications.

The Certification Officer reviews applications in alphabetical order according to major. At least one month before graduation, there is an initial review of applications and if there is a problem, the Certification Officer will contact the student to make them aware of any issues with their application.

Depending on the number of graduates, the Certification Officer usually sends no less than one group of majors per day to Pennsylvania Department of Education. The entire process of submitting all eligible graduates to PDE should take no longer than one week.

The Certification Officer runs a graduation list once a week for four weeks after the initial certifications are out to pick up any students whose graduation status was not initially available.

Students must apply for their certification(s) on PDE’s online application system Teacher Information Management System (TIMS). For questions concerning this process or the Teacher Certification Application itself, contact the Teacher Certification Office at 570-484-2122.
SELECTED REFERENCES


