



VILLANOVA UNIVERSITY

Undergraduate & Graduate Teacher Education Program



Student Teaching Handbook

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General Information for Student Teaching

- Eligibility Requirements:**
- Acceptance into the Teacher Certification Program
 - Overall minimum GPA of 3.0
 - Completion of all required education courses and certification tests
 - Membership in the Student PA State Education Association (PSEA)

Calendar:

Undergraduates: Student Teaching → January 14, 2019 – May 3, 2019

Master's + Cert.: Observations → January 14–March 1, 2019
Student Teaching → March 4, 2019 – May 24, 2019

You will follow the calendar of your cooperating school district, not that of Villanova. Thus, you will take holidays and vacations when your cooperating schools take them, not when Villanova students take them.

Schedule:

Follow your cooperating teacher's schedule (e.g. 15 minutes before homeroom, 30 minutes after school). This includes arriving when your cooperating teacher does and remaining throughout the day until after the students leave. Plan on attending teacher in-service days, also.

Absences:

Student teachers are required to be present daily at their schools in accordance with the contractual day of their school district. For absence due to illness, follow your school's policy on notification. Contact your cooperating teacher as early as possible and send him/her lessons for the classes you are teaching. We ask that you also notify your Villanova supervisor. Please clear other legitimate absences in advance with the Field Placement Coordinator and your Villanova supervisor. Legitimate absences might include attending job fairs and job interviews.

Legal Basics:

Because the cooperating teacher holds a valid teaching certificate, the student teacher is legally allowed to teach. While the cooperating teacher is responsible for the student teacher, he or she needs to be present at all times during the instruction of pupils.

When you are able to demonstrate your teaching competence, you should be allowed to be fully in charge of classroom activities with supervision. Your cooperating teacher should provide regular supervision and give analytical feedback. However, cooperating teachers who are absent from the classroom on a regular basis or for lengthy periods of time may adversely affect the student teacher's performance and may be in violation of state regulations, as well as local school district policy.

The Department of Education and Counseling reserves the right to terminate the student teaching experience at any time during the student teaching experience in the case of unsatisfactory performance. **If you are removed from a placement or if you voluntarily leave a placement, no new placement will be given, and you must re-enroll in student teaching the following semester.**

Using the student teacher as a substitute for a regular classroom teacher is illegal. This practice has been ruled a violation of school code by the Pennsylvania Department of

Education (PDE), as well as the Attorney General. Violation of this rule puts the school district, along with Villanova University, in legal jeopardy.

Insurance:

Health, accident and professional liability insurance are the responsibility of the student teacher. The legal status of student teachers, tutors, and volunteers is not clearly defined in the current school code. Therefore, the Department of Education and Counseling of Villanova University requires that student teachers be insured for the student teaching experience to protect against lawsuits that might arise in the course of your student teaching. Student teachers must join the Student PSEA (Pennsylvania State Education Association) and provide proof of enrollment to the Field Placement Coordinator prior to the student teaching experience. Register online at www.psea.org/apps/students.aspx.

It is understood that neither the Department of Education and Counseling nor Villanova University may be held responsible for personal actions during the student teaching experience.

Guidelines for Dress and Conduct

Villanova University candidates who participate in any field experience in a school setting are expected to act and dress appropriately and professionally at all times. Therefore, candidates are to comply with the following guidelines. In addition, candidates are required to consult the school dress and conduct codes of the districts in which they are placed.

Dress Guidelines:

1. Student teachers are expected to dress professionally for all field experiences.
 - a. Men are required to wear ties.
 - b. Men and women are required to wear coordinated clothing.
2. The following attire is not permitted:
 - c. Any clothing considered too revealing (at the discretion of the supervisors);
 - d. Short skirts, shorts and/or jeans, bare midriffs, short sweaters/blouses, halter tops and/or see-through blouses or shirts;
 - e. Baseball caps, hats, t-shirts, sweatshirts, sweatpants and/or tight garments;
 - f. Clothing depicting alcohol, tobacco, words, slogans, or pictures which are inappropriate, sexually explicit, and/or offensive to any individual or group;
 - g. Sneakers.
3. Wearing body jewelry, other than necklaces, bracelets, and earrings, is not allowed.

Conduct Guidelines:

1. Student teachers must follow the Pennsylvania Code of Professional Practices and Conduct for Educators.
2. Smoking is prohibited on all school district property. This includes in cars and parking lots.
3. Student teachers may not smell of alcohol and/or smoke.
4. Student teachers are to follow district/building policies when receiving/making personal calls.
5. Appropriate language must be used at all times.
6. All school personnel are to be addressed with the appropriate surname.
7. Tattoos must be covered.

Student teachers should have no contact with students via social networking sites or electronic media outside of the classroom. If the use of such technology is required for in-school use, student teachers are bound by the same rules and regulations as the district teachers. Any breach of this policy is subject to immediate dismissal from Villanova's Teacher Education Program.

Students are required to adhere to PA's Code of Professional Practice and Conduct for Educators found in Appendix B on page 18 or at: <http://www.education.state.pa.us/portal/server.pt/community/guidelines,policies,complaintforms,reportsandrelateddocuments/8850/codeofconduct/529193>. Failure to conduct yourself in a professional manner is grounds for immediate dismissal from Villanova's Teacher Education Program.

School District Placements

This program would not be possible without the voluntary cooperation afforded the University by area school districts. Through collaboration between their Human Resources departments and Villanova's field placement coordinator, requests for placements are steered through principals, curriculum chairpersons, department heads and individual teachers to arrive at the student teaching assignments. Arrangements are requested and finalized between University and district administration. **Candidates are not permitted to contact principals or teachers to arrange for their own placements.** An approved request is a binding contract between Villanova and the school district. Candidates are expected to honor their placements. Changes in placement can only be made for extenuating reasons with the approval of the Department Chairperson. If you are removed from a placement or if you voluntarily leave a placement, no new placement will be given and you must re-enroll in student teaching the following semester. Assignments are arranged in either a middle or high school, which coincides with the secondary teaching certificate, applicable to grades 7-12. While your preferences for level (middle or high school) are considered in placement, they cannot be guaranteed. Both middle school and high school experiences are valid measures of performance for employment purposes.

In order to supervise student teachers, cooperating teachers must have earned permanent certification in their subject areas and have taught in the particular school for at least one year. This additional professional responsibility involves communication among school personnel at all levels: teachers, principals, curriculum and department chairpersons, and school district Human Resources personnel.

Our student teachers in the past have achieved a record of competence, reliability and professionalism, which has opened the door for this class. We will work together this semester to continue this tradition of excellence.

Supervisory Team's Roles and Responsibilities Chart

Individual	Role Description
<i>Student Teacher</i>	<ul style="list-style-type: none"> ▪ Completes all program-specific student teaching requirements
<i>Cooperating Teacher</i>	<ul style="list-style-type: none"> ▪ Provides the student teacher with a wide variety of learning and teaching opportunities ▪ Mentors the student teacher ▪ Observes the student teacher ▪ Provides the student teacher with feedback ▪ Engages in at least five (5) formal observations of student teaching ▪ Works closely with the university supervisor ▪ Provides input to the university supervisor for the student teacher's final grade in student teaching
<i>University Supervisor</i>	<ul style="list-style-type: none"> ▪ Mentors the student teacher ▪ Observes the student teacher ▪ Meets with the student teacher and provides formal feedback at least five (5) times ▪ Works closely with the cooperating teacher ▪ Completes the PDE-430 evaluation at mid-semester and at the end of the semester ▪ Acts as a liaison between Villanova University and the school setting ▪ Confers with the cooperating teacher to determine the student teacher's final grade in student teaching
<p><i>University Field Placement Coordinator</i></p> <p>(Jennifer Carangi, 610-519-8038, jennifer.carangi@villanova.edu)</p>	<ul style="list-style-type: none"> ▪ Oversees student teaching placements ▪ Oversees selection of cooperating teachers and university supervisors ▪ Serves in an advisory role as the contact person for cooperating teachers, university supervisors, and student teachers ▪ Maintains paperwork (including copies of the PDE-430) documenting completion of the student teaching experience
<p><i>Department Chairperson</i></p> <p>(Dr. Christopher Schmidt, 610-519-4618, christopher.schmidt@villanova.edu)</p>	<ul style="list-style-type: none"> ▪ Is available for consultation with cooperating teachers, university supervisors, and student teachers ▪ Is to be notified in the case of serious concern with student teaching

Student Teachers' Responsibilities

A Teacher Certification candidate is one who has successfully met the eligibility requirements and has been accepted as a candidate for student teaching and is enrolled in Student Teaching (EDU 4291) and Senior Seminar (EDU 4292). The candidate is currently teaching under the supervision of a cooperating teacher (see below) and a Villanova supervisor (see below), in a supervised learning experience.

1. Become an integral part of the instructional staff at your schools. Accept willingly duties commensurate with your role as teacher. This may include in-service and parent conferences, supervisory duties (i.e., cafeteria duty, hall duty, etc.), as well as extra-curricular activities. Seek out innovative ways to make a contribution. Coaching sports teams, planning field trips, helping with plays, shows, clubs, academic teams, etc., are activities that are fun and meaningful for you and your students.
2. Prepare complete, concise daily lesson plans and review them with your cooperating teacher before teaching the lesson. Share them with your Villanova supervisor when he or she comes to observe. You may also be required to prepare unit plans, when appropriate, to discuss with your cooperating teacher.
3. Maintain a receptive attitude toward your cooperating teachers. They have volunteered to share their knowledge and experience with you as their contribution to the profession. They are your immediate supervisors in all school activities, so follow their instruction and advice.
4. Student teachers are expected to partake in the responsibilities and obligations, curricular and auxiliary, of their cooperating teachers. Obtain a copy of the teacher policy manual for your school, and study it thoroughly. You are expected to follow those procedures and to obey those rules and regulations as if one of the faculty. *NOTE:* contact appropriate school personnel if you are going to be late or absent due to illness. Your cooperating teacher will appreciate having as much notice as possible.
5. Villanova supervisors are there to provide you with constructive criticism that will help you to learn and to become a good teacher. Accept the comments and instructions gracefully and with openness to change.
6. Be a positive model for your students. Exhibit good manners, habits, behavior, and language. Present the best possible image, starting with professional dress and appearance. That will help you exhibit the highest level of professionalism.
7. Learn as much as you can about your students through observation, school records, test scores, etc., and use that knowledge to fashion individual learning activities.
8. Make seating charts and learn your students' names within the first few days. There is no better tool of classroom management than simply calling each student by name.
9. Be friendly, but not familiar in your relationships with students and staff. Do not put yourself into situations or conversations which may call into question your professional ethics or judgment. Be an adult role model, not a pal. Do not allow students to ask you personal questions or delve into your personal life. Maintain a professional relationship with students and staff at all times. **The**

Department of Education and Counseling prohibits any form of social networking between student teachers and students.

10. Comply with all reasonable requests made by your cooperating teacher, including helping with routine tasks, attending meetings, correcting papers, etc. Be prompt and in regular attendance.
11. It is up to YOU to take the initiative in resolving questions, problems and differences. Keep your Villanova supervisor informed of both progress that you have made and problems that you have encountered. Seek the advice of your cooperating teacher daily. While you are developing your own personal style in the classroom, respect the varying styles and experiences of others. If differences or problems begin to keep you from doing your best, you must take the initiative immediately and talk to someone about it.
12. Remember that you are not just representing yourself. You are following in the footsteps of Villanova graduates who have created a tradition of preparedness that schools have come to expect. You are also a harbinger for classes of Villanova student teachers to come. Comport yourself with the grace and spirit of community expected of a graduate of this university.

Cooperating Teacher's Responsibilities

An experienced, certified teacher who is responsible for guiding the classroom experience, giving feedback, and allowing the student teacher to gradually assume a teaching load that approximates a full-time teaching schedule. This includes teaching classes, as well as assuming other duties for which the cooperating teacher is responsible.

Orienting the Student Teacher

- Familiarize the student with the school's total program, including scheduling, activity periods, school services, disciplinary procedures and personnel.
- Clearly define the Student Teacher's responsibilities and tell them what you, the other teaching staff and the administrators expect.
- Review your school's policies on absence, snow days, in-service days and holidays, and issues of contacting parents and handling confidential information.
- Direct and assist Student Teachers as they begin preparing and correcting daily lesson plans, and offer constructive criticism during daily conferences to review their classroom performance. It would be helpful for them to have access to the K through 12 Curriculum Guide, Unit Plans or other guides to what they are expected to teach.
- Observe class management techniques and offer suggestions for greater control, interest and success.
- When observing the Student Teacher on a daily basis, note areas of strength as well as weakness.
- Avoid interrupting the Student Teacher, unless to continue would be detrimental to the class. Mistakes can be corrected later.

Process of the Student Teacher Taking Over the Classes

- Gradual process: have students take over your schedule progressively, one class at a time. Once they are confident with the class(es) with which they are working (usually 2-3 weeks), have them pick up an additional class. Repeat this process until the student teacher is teaching all classes. There is no hard and fast rule as to when the students should be teaching which classes and PDE does not specify how long students must teach each course, only that students must, at some point during their student teaching, be teaching your entire schedule. It is something you, the student, and the supervisor should continually discuss throughout the process, and students may use the co-teaching or team-teaching model throughout their experience. This is the one aspect students are most anxious about, so I assured them I would explain our procedure to you.
- Students are expected to attend student teaching EVERY day. If the student misses a day without previously contacting you, please get in touch with the Villanova supervisor immediately!

Evaluations

- We ask that you make at least **five written observations** that you will review with him or her. These observations need only be shared with the student teacher and are not turned in to the University. Your conference with the Student Teacher can reflect all aspects of his or her classroom performance, including planning, delivery, and classroom management. The written feedback will help the Student Teacher progress throughout the student teaching experience and will serve as your documentation when conferring with the Villanova supervisor regarding student progress.
- At the end of field experience, we ask that you complete the **[PDE 430](#)** that is to be shared with the supervisor and student.
- The Villanova supervisor is responsible for assigning the final grade in the course.

Villanova Supervisor's Responsibilities

Supervisor responsible to the Department of Education and Counseling for providing supervision, feedback and evaluation to the student teacher. Working in conjunction with the cooperating teacher, the supervisor may facilitate the working relationship between the student teacher and the cooperating teacher. It is the supervisor who, after consultation with the cooperating teacher, assigns the final grade for the student teacher.

Supervisors are experienced teachers whose role as a liaison with the school district, with the cooperating teachers, and with you, is key. They will be visiting you approximately **five times during the semester**, or more frequently, as needed. They serve as a valuable resource for you, pointing out what you need to improve, ensuring that you are doing the planning and “homework” necessary to prepare properly, and overseeing the academic aspects of your preparation and delivery.

Supervisors are also your resource for analyzing and understanding the culture of your particular school and learning to relate successfully there. They will want to see evidence that you are doing everything that you can to prepare and deliver effective teaching methodology. If you are experiencing doubts or conflicts about any aspect of your experience, talk to your supervisor as soon as these feelings arise. As the eyes and ears of Villanova University, your supervisor will then do whatever is possible to help you.

In collaboration with your cooperating teacher, your supervisor will be deciding your final grade. By that time, you will probably be aware what he or she considers to be your strengths and weaknesses, having conferred regularly throughout the semester. While the supervisor will ultimately be judging your progress, he or she will also be making suggestions and guiding you along the way.

Exigencies

The key to a fruitful and progressive teaching experience most often depends on the student teacher's willingness to take instruction and to engage in professional reflection. Cooperating teachers volunteer for this extra assignment. They are experienced, certified teachers who have developed classroom styles that work well for them. Part of your challenge this semester is to learn and adapt the successful techniques of these experienced teachers as you begin to develop your own style. Within the first two or three weeks of observation and beginning teaching, you should develop a good sense of how well you are achieving your goals.

If a concern develops further, either on the part of the student teacher or school personnel, the Villanova supervisor should be contacted immediately. Coaching and remediation will be intensified and may include consultation with the cooperating teacher and other appropriate school personnel, the Education Department Chairperson, and the Field Placement Coordinator.

If, as a result of this consultation, a decision is made to remove the student teacher from the cooperating school, Villanova University cannot guarantee that the student teaching requirement can be completed in the same semester, and the student teacher will have to re-enroll in this course at a later date.

Evaluation

Informal evaluation will occur daily as student teachers meet with their cooperating teachers to discuss lesson plans and review that day's classroom dynamics. In addition, the cooperating teachers may make use of Villanova's evaluation forms. When Villanova supervisors observe and offer suggestions for improving performance, they will offer verbal suggestions and written feedback. Student teachers should take notes on these discussions.

Formal written evaluations are conducted twice during student teaching, at the mid-term and at the conclusion of the experience. The evaluative instrument used will be the [PDE 430](#). Both the cooperating teacher and the supervisor will each be asked to complete the evaluation. The supervisor and the cooperating teacher confer on a final assessment of the student teacher's achievement and abilities, and then it is the Villanova supervisor who assigns the final grade for the course. In order to pass the course and be recommended for certification by the Chairperson, candidates must achieve a minimum B- grade.

In order to pass the Student Teaching course and to become eligible for state certification, you must achieve a minimum of 4 points (satisfactory) on the final summative rating of the PDE 430 and satisfactory performance (the grade of B- or higher). The completed PDE 430 evaluations will become part of the student's permanent file at Villanova, and state evaluators will be able to access them. They will not, however, be viewed by employers or other outside requestors. Candidates are asked to sign the evaluation forms at the time that they are reviewed with the Villanova supervisor. This signature indicates only that the evaluation has been reviewed with the candidate; it does not imply agreement with the results. If you have any questions concerning the evaluation process, please ask the supervisor to address them.

Certification

You are responsible for verifying the completion of your degree requirements, initiating the application for certification, and starting a job search file. To apply for certification in Pennsylvania, after successfully completing your student teaching experience, you can access the [Teacher Information Management System \(TIMS\) website](#).

Your provisional Instructional I Certificate is good for six (6) years of teaching in your area of certification in Pennsylvania, during which time you must complete 24 credits beyond your baccalaureate degree. When you have completed the 24 credits, three of the six years of teaching and a successful induction year, you can apply for permanent certification (Instructional II Certificate). Since Pennsylvania counts only teaching years, your provisional certificate remains valid even if you do not use it. It is, therefore, important for you to apply for certification when you complete Villanova's program, whether or not you plan to seek a teaching position after graduation. If you do not apply for certification until later, you will be required to satisfy the requirements at the future date and they may not be the same as when you graduated.

Graduates of Villanova's teacher education program are eligible for certification in forty-five (45) other states through various interstate reciprocity agreements. Since many states, like Pennsylvania, change their policies, procedures, and requirements, you should consult the individual state's department of education website for more information.

This is a reminder that in addition to completing the student teaching experience satisfactorily, you will need at least a 3.0 cumulative average in order to apply for certification in Pennsylvania. The PRAXIS II subject assessment in your teaching area is required for Pennsylvania certification, but not for successful completion of Villanova's program.

When your application is verified and all requirements are met, it will be sent to PDE (Pennsylvania Department of Education) with Villanova University's recommendation for approval. This cannot be done until final grades are in and you are approved for graduation. Due to the volume of requests to PDE at this time, it may take 3-6 weeks for you to receive your Instructional I Certificate.

If you are applying for teaching positions and are asked for certification, the Education and Counseling Department can provide an interim letter stating that Villanova recommends you for certification to PDE. You must still meet the state requirements of U.S. citizenship, health, good moral character, etc., but this letter will serve as an interim step. To request such a letter, contact Rita Siciliano at rita.siciliano@villanova.edu or Nancy Franz at nancy.franz@villanova.edu with the name and address of the school official to whom it should be sent. You may pick up a copy of the letter in SAC 302.

ACT 48: Maintaining Your Certification

As of July 1, 2000, in order to maintain their certification, Pennsylvania teachers must complete additional education requirements every five years or lose their certificates. This holds true whether or not you hold a teaching job in Pennsylvania. To maintain their certificates, teachers must earn six college credits OR six PDE-approved in-service credits OR 180 continuing education hours, or any combination of the above, every five calendar years. Coursework taken for permanent certification fulfills the Act 48 obligations. The first cycle ended June 30, 2005.

The five years begins when you receive your certificate unless you request to be placed on “inactive service” by requesting and submitting a form to the Bureau of Teacher Certification, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. Forms are available online at <http://www.pde.state.pa.us>, the PDE website.

Teaching in States Other than Pennsylvania

In order to teach in any public school in the U.S., you will have to be licensed by that state’s Department of Education. When you complete Villanova’s program successfully, you will be eligible to apply to the Pennsylvania Department of Education (PDE) for initial state certification. We require that you do so. Pennsylvania is one of forty-six states party to an interstate agreement which will facilitate your licensing in member states. You may have to meet additional requirements in other states. For example, New York and Massachusetts will require you to take competency tests other than the Praxis Exams which are used by Pennsylvania, New Jersey, Ohio, Maryland and others. The important advantage to having your Pennsylvania certification is that your undergraduate work and teacher preparation courses at Villanova, including your student teaching experience, will be recognized and accepted in other member states. Having your Pennsylvania certification will simplify your becoming licensed to teach in other member states.

Job Search

The employment process generally includes the development of a personal resume and cover letter, a review of your Professional Portfolio, and an interview. If you have not already done so, you should draft both a resume and cover letter and have the Career Services Office do a critique for you. To supplement your Professional Portfolio, you will want to complete the Pennsylvania Standard Application (located at <http://www.teaching.state.pa.us>) as well as the PAREAP online application (located at <http://www.pareap.net>). Further information about the job search process will be provided in the student teaching seminar.

You are Invited....

Candidates from Fall and Spring semesters who successfully complete the teacher certification program are invited to join with Villanova and school district representatives in a special dinner at the end of the Spring semester. The dinner is intended to honor cooperating personnel from the districts and to express the Education and Counseling Department's gratitude for their service. The date of the Cooperating Personnel Dinner TBA.

Appendix A: Clearances

All of the clearances below are necessary for student teaching. Please retain the originals because you will be required to show/send copies to each of your placement sites.

- Child Abuse Clearance: <https://www.compass.state.pa.us/cwis/public/home>
- Act 34 PA State Police Background check: <http://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx>
- Act 114 FBI fingerprinting: <https://uenroll.identogo.com/>. Please use Service Code: **1KG6XN**
- Arrest/Conviction Report: <http://www.education.pa.gov/documents/teachers-administrators/background%20Checks/arrest%20or%20conviction%20form.pdf>
- TB Test can be done through your family doctor or at a Minute Clinic.

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

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

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

several days until the district can locate and employ a permanent substitute teacher certified in library science.

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

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

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

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

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations

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

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

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

(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.

Section 7. Certification

The professional educator may not:

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

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

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

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation,

marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

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

Section 9. Improper personal or financial gain

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

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

Section 10. Relationships with students

The professional educator may not:

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

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

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

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

Section 11. Professional relationships

The professional educator may not:

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

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

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

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

http://www.education.state.pa.us/portal/server.pt/community/guidelines_policies_complaint_forms_reports_and_related_documents_/8850/code_of_conduct/529193.

Student/Candidate's Last Name

First

Middle

123-45-6789
Social Security Number

Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Visual Technology | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Interviews | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

123-45-6789
Social Security Number

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|--------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| 430-A | | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached | <input type="checkbox"/> Instructional Resources/
Materials/Technology | See Attached 430-A |
| 430-A | | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached | | |
| 430-A | | | |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached | | |
| 430-A | | | |
| Interviews | | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

123-45-6789
Social Security Number

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|-------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430- | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| A | | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430- | <input type="checkbox"/> Instructional Resources/Materials/
Technology | See Attached 430-A |
| A | | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430- | | |
| A | | | |
| <input type="checkbox"/> Student Teacher Interviews | See Attached 430- | | |
| A | | | |
| <input type="checkbox"/> Written Documentation | See Attached 430- | | |
| A | | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

PRAXIS Information

Professional Assessments for Beginning Teachers

The Praxis Test Series is an Educational Testing Service (ETS) program that administers qualifying tests required by states to use as part of their teacher certifying process. They are also used by colleges and universities to pre-qualify students for entry into teacher education programs.

TEST 1: PAPA Test

*** If you do not meet the PA Dept. of Education's SAT testing requirement (a score of at least a 1550 on your SATs, with a minimum score of 500 in each of the three testing sections), you must take and pass the PAPA test (formerly called the Praxis I) necessary for certification http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html. **Please be sure to list Villanova as one of your test recipients.**

When: take and pass it after being accepted into the program

What: PAPA: Academic Skills Assessments designed to measure your reading, writing and mathematical skills.

TEST 2: Required for certification

When: take your senior year

What: Praxis II: Subject Assessments measure your knowledge of the subjects you will teach.

(See the listing for Pennsylvania requirements online at www.ets.org/praxis)

TEST 3: ***Additional Test Required of Foreign Language Teachers

When: take your senior year

What: Fundamental Subjects: Content Knowledge Test

Why: Required of Foreign Language teachers because they are certified to teach grades K-12.

Please visit www.ets.org/praxis/pa/requirements for PA requirements and test code numbers.

Be sure to list Villanova as one of the test score recipients. If you neglect to do so, you will be charged to have the scores sent with your application for certification.