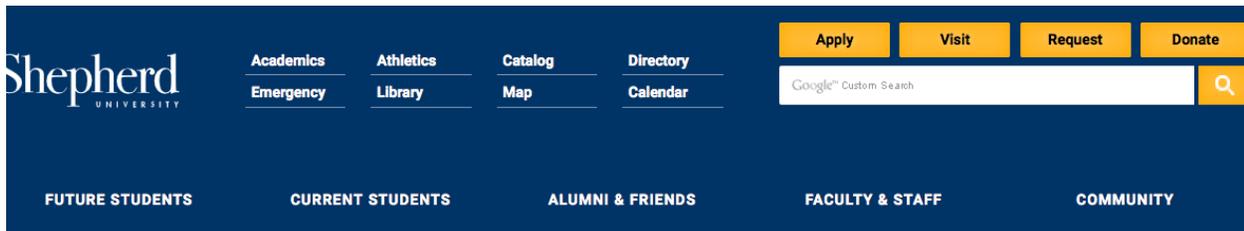


## General Resources for Cooperating Teachers

Cooperating Teacher Resources Link on Education Department Webpage

<http://www.shepherd.edu/education/studentteaching>



## Cooperating Teachers

### Cooperating Teacher Resources

[Cooperating Teacher Overview for Student Teaching](#)

[Performance Review](#)

[Practicum Manual for Cooperating Teachers](#)

[ST-11-CT Summative](#)



Screen Shot of Page

## FACILITATING TEACHER'S COMMENTARY ON LEVEL THREE PRACTICUM

For the practicum students placed with you the last several weeks this has been the second of at least four increasingly demanding practicums they will experience in our Teacher Education Program. This intermediate experience is intended to provide an opportunity for the student to begin to develop and implement teaching strategies with individual students, small groups and, if feasible, an entire class. In order that we may provide our students with the quality of practicum experience that meets their professional development needs, we solicit your input. Please share with us the insights you have gained through your experiences in this practicum with our students and faculty that will aid us in our continuing efforts to connect theory and practice. Please return the completed form to: Department of Education, 108 Knutti Hall, PO Box 5000, Shepherd University, Shepherdstown, WV 25443 **OR** email comment to [rmercado@shepherd.edu](mailto:rmercado@shepherd.edu) . Please write **Commentary on Practicum** in Subject Line.

Course Number & Title: \_\_\_\_\_

Fall or Spring 20\_\_\_\_\_

University Instructor: \_\_\_\_\_

# Samples of Introductory Letters from SU Faculty to Cooperating Teachers for Field Placement

## Sample 1

Dear Colleague,

Thank you for agreeing to facilitate a field placement for Shepherd University's EDUC 320, The Social and Psychological Conditions for Learning. As the name of this course implies, teacher candidates will be taking a close look at student learning from the perspective of various learning theories and models.

This course is a prerequisite for the various pedagogy courses they will be taking after they are formally accepted into the education department. They have not yet begun the upper level coursework and field experiences that lead to student teaching. Consequently, they are not expected at this point in their training to plan and teach lessons independently. They are, however, expected to be actively involved in the classroom and to engage in regular analysis of the learning opportunities that students in the classroom engage in. To promote this analysis, we try to place them in pairs to encourage dialogue regarding what they experience.

Because of the unique place this course has in the sequence of their training as teachers, I'd like to share the expectations I have for them with you.

Teacher Candidates will:

Set up a **schedule** with you for a **minimum of 20 contact hours** in the field. It is recommended that candidates design their schedule in order to experience the greatest variety of learning opportunities that the placement classroom can provide. Candidates were paired as much as possible according to their university course schedule but may or may not be able to have matching schedules. While candidates are given great leeway in designing their respective schedules with you, once a schedule is agreed to, it becomes their contracted time and absence policies of the university apply to any missed visits. All absences must be made up.

*Please let candidates know how you want to be contacted in the event of an absence.*

Arrive **on time, maintain professional dress and interactions** with students and staff at all times. Cell phones are considered inappropriate and should not be brought into the classroom.

**Take copious notes** documenting contextual factors impacting student learning and identifying principles of learning highlighted by various theorists that are implemented within the classroom. All notes should abide by FERPA regulations maintaining the privacy of students and staff in the school.

**Examine and analyze evidence of student learning.** This may involve taking anecdotal notes regarding student participation and responses during group interactions or examining products of student work. Again FERPA applies.

**Interact with students as directed by you.** Simply sitting in the back of the classroom will not engage candidates in an up close understanding of student learning. I encourage students to NOT refer to their hours with you as "observations."

**Seek to understand the 'why' of teaching.** While being respectful of your time, candidates are encouraged to ask questions when students are not in the classroom to understand the decision making process their facilitating teacher goes through in trying to provide the most effective learning opportunities possible for their students.

It is my hope that teacher candidates will look back on the 320 field experiences and say, "I now have a better understanding of those factors that impact student learning." If you have any questions or concerns, please feel free to contact me.

Thanks for making this placement possible.

*LeAnn Johnson, Ph.D.*

*Department of Education, Shepherd University*

304-876-5508 Office 301-432-5358 Home 240-818-3402 cell ljohnson@shepherd.edu

## Sample 2

Dear Colleague,

Thank you for agreeing to facilitate a field placement for Shepherd University's EDUC 335L, Young Children with Exceptionalities (Birth to Age 8). As a facilitating teacher, your willingness to let our students engage in hands-on experience in the inclusive early education classroom and provide regular guidance and feedback to them will be critical to their growth as teacher candidates. For many students, this is one of their first opportunities to prepare for student teaching, and so I'd like to share with you the expectations we have for them.

Teacher Candidates will:

- Set up a **schedule** with their cooperating teacher for a **minimum of 25 or 50 contact hours** in the field. (Your candidate will know how many hours s/he is required to experience.) Although this experience may include some observation, it is a serious field experience designed to prepare them to succeed in the inclusive early education classroom.
- **Teach a minimum of one or two lessons/activities.** While students should spend some time observing, they should also be assisting you whenever possible and interacting with both the children and adults in the classroom each day. Students with a 25-hour requirement must teach at least one lesson/activity themselves, and students with a 50-hour requirement must teach at least two. Instruction can include teaching a whole class or a small group. The students will create an Activity Plan for their chosen/designated lesson that they will be required to submit to me and that I will observe during one of my visits this semester. Students must also complete a daily log that will be signed by you documenting the activities they engage in each time they are in your classroom. (See attached)
- **Engage in reflection and solicit feedback.** Students will reflect on the impact that the various teaching methods and activities they observe and implement themselves have on student learning. In addition, they should solicit regular feedback from you and diligently incorporate this feedback to improve their own instructional skills.
- **Schedule at least one observation with their university supervisor.** After the observed lesson/activity, the student will conference with the supervisor to reflect upon teaching skills, their ability to address the needs of all children, and resultant student learning. Students should invite the cooperating teacher to participate in this

conference as scheduling allows. [I will visit the classroom twice during their experience; once at the beginning of their time with you, and once toward the end to observe them as they implement their required activity/lesson plan.]

- **Present her/himself as a professional who is actively engaged in all aspects of the classroom throughout the practicum.** While the focus is on developing instructional skills as related to children with various needs, students should also be engaged in all activities relevant to becoming a successful teacher. This may include working one-on-one to help children complete tasks and assisting with all daily routines and activities.
- **Provide you with a copy of the summative ST-11 and Early Ed Field Evaluation Forms and conference with you regarding the feedback provided on these forms.** They are responsible for submitting the forms to me along with the signed attendance log of their hours to verify attendance. (See attached)
- **Complete any field-based assignments associated with the EDUC 335/335L courses.** It is the responsibility of the student to keep you informed of these additional expectations; however, I will also share these expectations with you in a separate document. (See attached)

It is my hope that teacher candidates will look back on the EDUC 335L field experience and realize the value this time spent with you has added to their education, their knowledge, and their skills as a future teacher themselves. If you have any questions or concerns, please feel free to contact me.

Thanks for making this placement possible. I look forward to meeting you soon!

*Terresa Fontana, MAED*  
*Department of Education, Shepherd University*  
[tfontana@shepherd.edu](mailto:tfontana@shepherd.edu)  
Office: 304-876-5291

### Sample 3

Education Department  
Shepherd University  
Fall 2016

Mentor teachers,

Thank you so much for being willing to work with pre-service teachers in my EDUC 370 classes this semester. I have attached the summative evaluation form, to be completed only once and at the end of the 8 week placement. Field work this semester begins September 27, and it concludes November 17. Some candidates are assigned in pairs, others individually, so you will have one or two willing (or in one case, three) helpers with you.

Here are the responsibilities for the candidates:

1. Help you and your students actively in any way you and they can think of each day: minimal observing
2. Complete 2 field experiences designed to help them get to know the physical learning environment (FE 1) and the students (FE 2).

3. Prepare and teach 2 standards-based lesson plans in collaboration with mentor, using the LP template I've supplied to candidates (this can be one period, or more than that: one prep per episode).
4. Complete self-assessments of their teaching for both lessons taught.
5. Dress and act professionally each day.
6. Always be present when scheduled to be, or email mentor and Dr. Tuttle *in advance* of absence.

Responsibilities of the university instructor (Dr. Tuttle):

1. Be available to mentors and candidates 24/7 via email ([jtuttle@shepherd.edu](mailto:jtuttle@shepherd.edu))
2. Observe and evaluate one of the candidates' lessons.

The Shepherd University Practicum Manual is in effect at all times and is also a helpful resource: <http://www.shepherd.edu/ncate/documents/attachmentY.pdf>

If at any time a candidate, in your estimation, fails in meeting any of the objectives listed above, please email me as soon as possible. If at any time there is information you'd like me to know, please email me and I will help in any way I can. At the end of the placement, please e-complete and email back to me as an attachment the completed ST-11 evaluation (attached). Thank you again, and I look forward to seeing you soon,

#### Sample 4

**SHEPHERD UNIVERSITY  
DEPARTMENT OF EDUCATION  
EDUC 320 SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING**

Thank you for welcoming my teacher candidates into your classroom this semester. Below is a description of what they are focusing on and how they are directed to participate.

**Course Description:** The goal of this course is to help the prospective teacher begin to understand the learner and learning. Course content focuses on issues of intellectual, physical, social and emotional development of students, including an examination of the processes and conditions that make positive contributions to empowering children with the knowledge to act effectively in our world.

**Field Experience Description:** Teacher candidates are scheduled in the public school classroom from approximately 9:10-11:00 am on Wednesdays. In addition, they work out additional hours with the classroom teacher to fulfill the required twenty (20) hours in their field placement.

The teacher candidates in this field experience have several assignments:

- 1) **Observation.** Many of us believe that observation is an essential component of learning about learners. We want our prospective teachers to develop these skills of deliberate observation.

2) **Working With Students.** It is important that our teacher candidates be given opportunities to work with students under the classroom teacher's direction. Individual tutoring and working with small groups is appropriate. We want them to be of service in this regard. We encourage them to take the initiative in finding out if they can help the students in the classroom in their learning activities. They are not prepared to teach the class at this time.

3) **Reflection.** The teacher candidates placed in the public school classroom are required to consistently reflect on their experience through assignments. While they will take notes on child behavior during their observations, their reflections are done following the observation period. We encourage the classroom teacher to participate in dialogue with our teacher candidates. Your insights make significant contributions to their understanding of school learning.

If you have any questions or concerns of any kind, please don't hesitate to contact me. I want this to be a positive experience for you, your students. Thank you again.

Contact: c. lynne hannah  
304 876 5279  
channah@shepherd.edu  
Fax 304 876 5380

#### Sample 5

**Shepherd University**  
**EDUC 351/352**  
**Facilitating Teacher Information FALL 2016**

**Please submit** ST-11s (student evaluation forms) and *Commentary on the Practicum*  
**by email** to the field supervisor:

**Burke Street - Dori Hargrove, Ph.D. [dhargrov@shepherd.edu](mailto:dhargrov@shepherd.edu) (703) 371-4764**  
**Opequon – Rebecca Mercado, Ph.D. [rmercado@shepherd.edu](mailto:rmercado@shepherd.edu) (717) 816-3644**

#### **What We Ask of Facilitating Teachers:**

- Meet with the university supervisor (course instructor) at your convenience to have your questions answered
- Welcome **two PED I students** into your classroom for 50 or more hours during the semester (Minimum 2.5 hours per day on the FIELD days specified on the accompanying calendar).
- Model and share best practices in elementary classroom strategies and management
- Discuss your decision-making as you deem helpful to the PED I students
- Provide varied opportunities (as appropriate) for the PED I students to participate in the job of a teacher.
- Help each PED I student identify topics and students for their small-group assignments.

- Help each PED I student identify topics and schedule days/times for teaching two integrated lessons. **Ask them for details of their requirements.**
- Provide constructive feedback on all activities undertaken by PED I students in your classroom
- Sign Attendance forms and Activity Checklists twice during the semester
- Complete and return the Facilitating Teacher's **Commentary on Practicum** (suggestions for program improvement) to the university by the last day of the field placement.
- Complete and send the PED I student evaluation to the university by the last day of the field placement.

#### **What We Expect from the PED I Students:**

- **Communicate with the Facilitating Teacher** about all field requirements
- **Complete all field requirements** for working with students in the classroom
- **Take initiative** to assist the Facilitating Teacher in a variety of ways
- **Demonstrate professional dress, demeanor, and behavior at all times**
- **Be punctual and consistent** in attendance as scheduled; make up missed time
- **Notify** the Facilitating Teacher, school office, and university supervisor **prior to** the scheduled day in class if illness or other unavoidable circumstance makes it impossible to go to school
- **Keep strict confidentiality** regarding information about students
- **Abide by all school rules and procedures** for professional personnel as deemed appropriate by the principal.

NOTE: *Any unacceptable behavior may be grounds for withdrawing an unsatisfactory student from the field placement based on the Facilitating Teacher's or Principal's judgment.*

PLEASE NOTIFY THE SUPERVISOR AS SOON AS ANY QUESTIONABLE BEHAVIOR EMERGES SO WE CAN COUNSEL THE STUDENT FOR SUCCESS

### **Example of Guidelines provided to Student and Cooperating Teachers**

## **CLINICAL FIELD GUIDELINES**

*Facilitating Teachers*

### **\*Shepherd University**

*Teacher Education Program*  
**Department of Education**

**EDUC 320: THE SOCIAL & PSYCHOLOGICAL CONDITIONS OF LEARNING**  
 (PRINCIPAL FOCUS: Learning, Learners, Learning Comprehension, & Learning Environments)

**"I teach nothing to those who make no effort to understand."**  
 (Confucius 559 – 471 B.C.)

Dawne Raines Burke, Ph.D.  
Office Phone: (304) 876-5292  
Email: [dburke@shepherd.edu](mailto:dburke@shepherd.edu)

Office Location: KN 106  
Department Phone: 876-5305  
SU/WEB: <http://www.shepherd.edu/>

## I. COURSE DESCRIPTION

A critical thinking hallmark for beginning teachers involves developing an organically systemic awareness for critical reflection in the field, and for the practice of education. Accordingly, the **Teacher Education Program (TEP)** is committed to developing *Teacher[s] as Reflective Problem Solvers* (TARPS; *DOE Handbook*, p. 1). To accomplish this end, the **TEP** prepares teachers to reflect across three principal fields through: Action, Interpretation, and Critical Reflection.

**Action is... a willingness to apply pedagogical knowledge and strategies to achieve stated educational goals for learners.**

**Interpretation is... a willingness to explicate dispositions and justify assumptions underlying the learning cycle(teaching/learning).**

**Critical Reflection is....a willingness to assess educational goals and experiences that reflectively assess moral and ethical considerations associated with teaching/learning outcomes.**

## II. COURSE OBJECTIVES

1. **TO DISTINGUISH** how learners construct "various contexts" for learning (DOE; WVPTS 2A,2C,2F; Bloom 2-4).
2. **TO DECONSTRUCT** social and psychological conditions associated with the teaching/learning cycle through prescribed technological and research applications (INTASC/P2, P3, P5, NETS-S; Bloom 1-4).
3. **TO PARTICIPATE** in a clinical field practicum augmenting the *knower's learning for developing human potentiality in real world contexts* (DOE; WVPTS 5E,5I; Bloom 3-6).
4. **TO INTEGRATE** digital tooling with other scholarly academic research activities, analyses exercises, and multimedia experiences (DOE; WVPTS 1B,2A, 2B,2C, 2D,2E,2F,3D,3E,4A,5C; NETS.T 1b,1d,3a,3d,4a,5c; Bloom ).

## III. COURSE ORGANIZATION

A variety of instructional activities are incorporated throughout this course via: *lecture/discussions, read-alouds, collaborative groups (COGs), focus questions with Socraticcycles, audio-visual aids, eLabs, eResearch workshops, multimedia presentations, and "real world" experiences* in elementary and secondary schools. The primary purpose of this course is to construct a social and psychological matrix for beginning to critically examine the teaching/learning cycle—moving *beyond* the obvious—to *think outside the box*. This course is also organized to implement **deliberate ambiguity** applications in order to stimulate *critical thinking* and *critical intellectual inquiry* through various *learning processes* (Socrates, Pythagoras, SEE: *Liberal Arts Trivium*: Retrieved, [http://en.wikipedia.org/wiki/Liberal\\_arts](http://en.wikipedia.org/wiki/Liberal_arts); Pfnister, Allen O. "The Role of the Liberal Arts College." *The Journal of Higher Education*. Vol. 55, No. 2 (March/April 1984): 145-170.).

## IV. FIELD EXPECTATIONS

### **Students are expected:**

- To follow the administrative principal's on-site requirements (i.e. sign-in/sign-out procedures, school safety, etc.).
- To maintain an official "*Field Experience Log*" for the course.

- To accumulate a minimum total of 20-hours field experience observing learners learning under the supervision of a licensed teaching profession.
- To journal learner actions, reactions, and interactions.
- To commit to specific days and times with a minimum of two (2) hours per week in the field experience with alternative observation periods by arrangement of the facilitating teacher, if the student's schedule allows.
- To work toward deliberate, enhanced educational awareness in classrooms.
- To follow all rules, regulations, and guidelines as dictated by the local school board, on-site principal administrator, and most particularly the facilitating teacher.
- To take every advantage to observe learning activities and events in the formal classroom as well as *alternative learning environments* (i.e. physical, artistic, music, and special education facilities) at the will and discretion of the facilitating teacher.
- To adhere to the professional dress code as mandated by the respective school including its administrative agents and the course instructor.
- To maintain a professional demeanor and disposition at all times.

**Teachers may expect that:**

- Students may work with individual students (i.e. tutoring, academic assistance, reteach/relearn, remedial support, etc.).
- Students may work with small cooperative groups.
- Students may work with large cooperative groups under direct supervision of the teaching professional.
- Students may support the learning environment by collecting, reproducing, or disseminating instructional materials, resources, etc. in order to more fully understand teaching/learning cycles.
- Students may assist another staff member, or school aid relative to learner observations.
- Students may retrieve books, teaching materials, or supplies relative to, or associated with learning environments.
- Students may assist with technological objectives or computer-generated learning activities.
- Students may assist with preparing classroom materials relative to instructional outcomes, as directed by the teaching professional.
- Students may assist with playground, physical, art and music education classes, or other such activities which promote comprehension for learners learning in differing environments under varied contexts.

\*Sections I. – III. Based on course syllabus.

DRB

SU:DOE/TEP/ REV/SPR16

currently being revised to make it more user friendly to teachers who indicated that the length of the documents sent was problematic for them. I'm formatting it so that we can simply pull the page(s) associated with a particular class to send rather than giving them 70+ pages to wade through.



# Student Teaching Field Expectations

Outline for Cooperating Teachers

## University Supervisor

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## Student Teaching Coordinator

Helen M. Baker, M.S.  
[HBaker@Shepherd.edu](mailto:HBaker@Shepherd.edu)  
304-876-5270

## Director of Teacher Education

LeAnn A. Johnson  
[LJohnson@Shephred.edu](mailto:LJohnson@Shephred.edu)  
304-876-5508

Thank you for agreeing to host a Shepherd University teacher candidate for her or his student teaching experience (7 or 14 weeks long depending on specialty area). The cooperating teacher is critical the success of a student teacher and we want to provide you with the support required to make it a positive experience for both of you. The following outline is provided to give you an overview of selected information that should allow you to get off to a strong start. If at any time you have any concerns, please contact the teacher candidate's assigned university supervisor. If you are unable to reach the supervisor or feel that concerns need to be addressed further, please feel free to contact the student teaching coordinator and/or director of teacher education. We encourage you to take time to review the Student Teaching Practicum Manual which contains details of all Shepherd University policies. This manual was emailed to you and is also available at [www.shepherd.edu/cooperating-teachers/](http://www.shepherd.edu/cooperating-teachers/)

## Role of the Cooperating Teacher

- Orient the teacher candidate to your classroom, resources and students providing explicit instruction regarding expectations specific to your classroom.
- Establish a relationship with the teacher candidate based on mutual respect.
- Use the schedule guidelines to insure that the teacher candidate is assuming the responsibilities needed to demonstrate competence in all areas of professional development.
- Make resources available but encourage the teacher candidate to create her/his own unique lesson plans. Review these plans prior to their implementation and offer feedback as needed to insure the greatest chance for teaching to be effective. All plans should be approved by the cooperating teacher prior to their implementation.
- Provide daily verbal feedback and use questioning to support reflection and problem solving to improve areas of weakness. Provide informal written feedback at least weekly.
- Facilitate the teacher candidate in setting specific measureable goals for development in areas of need and review progress each week.
- Complete a formal performance review at 4, (7 for 14 week placements), and 11 weeks. Meet with the teacher candidate to discuss the review.
- Contact the student teaching coordinator and university supervisor in the event that a tardy, early departure or absence occurs.
- Contact the university supervisor if at any point the teacher candidate's performance is less than acceptable. University policy requires that teacher candidates be informed in writing if there are concerns. Work with the university supervisor and teacher candidate to outline appropriate remediation for concerns and review progress regularly. The final evaluation should never come as a surprise. It is often difficult, but necessary, to have hard conversations. The student teaching coordinator and director of teacher education are also available as needed for this purpose.

- Complete the final evaluation and conference with the teacher candidate comparing cooperating teacher rating of performance to the teacher candidate's self-evaluation. Following this conference post the evaluation to TK-20 using the directions provided to you.

**Please note: student teachers are not permitted to be used as a substitute teacher during the student teaching placement, even if the candidate is recognized as a substitute teacher in the county.**

### **Student Teacher Expectations:**

Teacher candidates reviewed and understand university policies regarding student teaching. If at any point questions arise as to policies, the practicum manual should be referred to.

**Attendance:** Teacher candidates keep the same daily schedule as teachers and follow the school system calendar. Absences are strongly discouraged! In the event of an absence, the teacher candidate must contact the cooperating teacher PRIOR to the absence and have her or him sign the attendance form which must be turned in to Shepherd within 1 week. More than three excused absences may necessitate an extension of student teaching.

**Planning and Teaching:** After a brief time observing the class, teacher candidates should take responsibility for independently planning high quality lessons and assessment for one class/activity at a time. By week 5 the teacher candidate should have assumed all daily planning and teaching responsibilities. Plans should follow the format designated by the cooperating teacher or university supervisor and be approved by the cooperating teacher before implementation. **Plans should be stored along with any written feedback and personal reflections, performance reviews, and student teaching activities checklist so that both cooperating teacher and university supervisor can access them at any time throughout the semester.**

**Cooperating Teacher Feedback:** Solicit feedback and meet regularly with the cooperating teacher soliciting feedback. Engage in a formal performance review every 4 weeks which results in specific measurable goals for continued improvement throughout the experience. Performance reviews should be kept with lesson plans.

**Responsibilities:** After a brief introduction, teacher candidates should assume full responsibility for all duties (including but not limited to bus duty, lunch duty, school events, professional workdays and committee meetings) assigned to the cooperating teacher.

**Setting up Observations:** Identify specific days and times for observation and post observation conferences.

**Assignments:** Complete assignments required for student teaching (Placement Information Packet, Student Teaching Activities List, Performance Review Goals, and Summative Self-Evaluation) and the Teacher Performance Assessment which is introduced in a course, EDUC 400/527, they take concurrently with student teaching.

### **Role of the University Supervisor**

- Establish a relationship with the cooperating teacher and teacher candidate.

- Schedule regular observation times according to the dates provided for the semester. During each visit:
  - Review the lesson plans since the previous observation and offer feedback.
  - Encourage appropriate progress on the teacher performance assessment being completed in EDUC 400.
  - Check with the teacher to insure that all expectations are being met by the student and address any difficulties that may be developing.
  - Observe the scheduled lesson, and meet with the teacher candidate, and cooperating teacher where possible, after each observation to facilitate reflection and offer feedback.
  - Post the ST-11 observation form to TK-20 within 48 hours of the observation.
- Check that formal performance review took place at 4 (7 for 14 week placements) and 11 weeks. As needed, help the teacher candidate and cooperating teacher lay out a plan for improving areas of weakness.
- Throughout the placement, monitor progress and problem solve with both teacher and teacher candidate as needed to insure successful completion of the experience.
- Complete summative evaluation prior to the due date to insure that grades are turned in on time and graduation is not delayed.



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**Performance Review**

Week: \_\_\_\_\_ 4 \_\_\_\_\_ 7 \_\_\_\_\_ 11

Date

\_\_\_\_\_

Teacher Candidate \_\_\_\_\_ School/Classroom

\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor

\_\_\_\_\_

*Please highlight particular strengths or weaknesses of the Teacher Candidate in the following areas.*

**Professionalism** (On time, Prepared, Involved, Appropriate, Shows Initiative, Other)

**Planning** (Content, Goals, Assessment, Use of Context and Student Factors in Instructional Design, Pedagogy, Other)

**Classroom Management** (Positive Interactions/Rapport with Students, Preventing Problems, Clear Consistent Expectations, Responding to Problems, Encouraging Responsibility, Motivating Learning, Grouping, Organization, Safety, Other)

**Teaching** (Content, Engagement, Use of Planned Activities, Clear Direction with Supportive Modeling or other Scaffolding as Needed, Promotion/Support of Academic Language, Deepening Student Understanding, Encouraging Higher Order Thinking/Problem-Solving, Providing Authentic Application/Relevance, Responsiveness to Student Needs, Use of Technology Appropriately, Other)

**Assessment** (Promotes Self-Assessment in Students, Provides Regular Feedback, Collects Data from Appropriate Assessment, Analyzes Data to Guide Future Instruction, Other)

**Reflection and Personal Analysis** (Self-Analysis, Sets and Monitors Progress Towards Personal Goals, Solicits Feedback, Responds to Feedback, Gives Best Effort)

*On the back of this page, indicate the things you need to see in the next 4 weeks in order for this teacher candidate to 'meet expectations' for all indicators at the time of the summative ST-11 evaluation.*

# Shepherd University Code of Conduct for Teacher Candidates in the Field

**Code of Conduct Committee:** Dr. Jared Androzzi, Dr. Dawne Burke, Dr. David Gonzol, Dr. Becky Mercado, Dr. Lynne Hannah, and the Professional Education Unit Council.

- \* *“Teacher Candidate (TC)” refers to the prospective teacher enrolled at Shepherd University.*
- \* *“Student” refers to any student enrolled in the Pk---12 school environment.*

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### **I. Introduction to the Shepherd University Code of Conduct for Teacher Candidates for Teacher Candidates in the Field**

#### **A. Mission Statement**

The Shepherd University Code of Conduct for Teacher Candidates (TCs) in the Field has been developed to aid TCs in their professional development during field placements. The School of Education at Shepherd University holds its TCs to the highest standards with the mission to foster prospective teachers that inherently display professionalism in all teaching and learning environments. As part of their growth and advancement throughout their academic career, TCs will have the opportunity to immerse themselves in a number of diverse public school settings with the ultimate goal of harnessing these experiences so they may best serve their future students' educational needs. The term “opportunity” has been utilized in this mission statement to help TCs understand and appreciate their opportunities to improve their teaching skills in real teaching and learning environments.

#### **B. Integration of the Teacher as a Reflective Problem Solver**

The “Teacher as a Reflective Problem Solver” is an integral component of the “Shepherd University Code of Conduct for Teacher Candidates in the Field.” While all elements of the “Teacher as Reflective Problem

Solver” are vital to the professional development of the TC, those that are particularly worthy of noting in this Code of Conduct are standards 2, 3, 4, and 12, respectively. These standards are referenced due to the fact that they address the philosophy that TCs should continuously reflect on their professional dispositions throughout their entire academic and in--service career. As stated in the “Teacher as a Reflective Problem Solver” model, responsible TCs are those who:

- “Commit to continuous reflective self--examination for personal and professional development”
- “Demonstrate leadership by functioning as a change agent who influences and improves the education of P--12 students, through scholarship, community action, and collaboration in educational settings”
- “Focus on the development of P--12 students’ critical mindedness, problem--solving skills, self-- motivation, cooperative social interaction, and commitment to excellent performance”
- “Consistently reflect on their knowledge base, dispositional orientations, and performance characteristics”

## II. Shepherd University Code of Conduct for Teacher Candidates in the Field

All TCs are required to abide by the code provided in detail in the next sections. It is at the discretion of the professor to establish the expectations and requirements of the TC at the field placement. The Shepherd University course professor reserves the right to supplement, in writing and with appropriate notice, the codes relative to the nature of the teaching and learning environment. Teacher Candidates are also required to abide by any additional criteria set by their cooperating teacher at the field placement and the school in which they are performing their field placement. The course professor will inform the TCs which learning materials are permitted for use during field placement. As an overall guideline, TCs are required to dress as a professional educator.

### A. Professional Dress Code

No field placement site reassignments are done on the basis of school assignment or dress code compliance. The field placement dress code takes first precedence to the Shepherd University “Professional Dress Code” of the Shepherd University Code of Conduct for Teacher Candidates in the Field. If the field placement dress code does not address any of the components of the Shepherd University Dress Code these are the requirements:

- **Skirt, Dresses, or Shorts Length:** When the TC is wearing a skirt, dress, or shorts, those items of clothing must rest no shorter than three inches above the knee. The slit of a skirt, dress, or shorts must come to no higher than three inches above the knee.
- **Safety:** In some learning environments additional safety precautions may be required. In these instances TCs are required to abide by all safety measures at all times. These may include but are not limited to wearing a hard helmet or footwear that provides proper ankle support etc.
- **Footwear:** All footwear must cover the entire foot and toes. Therefore this prohibits wearing flip--flops, sandals, etc.
- **Piercings:** Teacher Candidates are not permitted to wear gauge earrings or any other visible piercings other than one set of standard earrings.

- **Tattoos:** Tattoos that depict racism, sexism, violence, sexual imagery, gang-related, obscene phrases, or that are drug-related may not be visible.
- **Hats:** Teacher Candidates are not permitted to wear any hats, sweatbands, bandanas, etc. The professor might allow the TC to wear a hat when outdoors.
- **Jewelry:** Teacher Candidates are not permitted to wear jewelry that depicts racism, sexism, violence, sexual imagery, gang-related, obscene phrases, or that are drug-related.
- **Clothing:** Teacher Candidates are not permitted to wear clothes that depict racism, sexism, violence, sexual imagery, gang-related, obscene phrases, or that are drug-related. Additionally, TCs are not permitted to wear any midriff-revealing clothes, jeans, T-shirts, sunglasses, hats, exposed undergarments, work uniforms, or worn-out clothes that have stains or holes, etc. Tops must rest no lower than 3 inches below the clavicle. Any clothing that distracts students' learning is prohibited. The course professor may make exceptions as needed that are in alignment with the school, county, or field placement policies. For example, the professor might allow the TC to wear sunglasses when outdoors.

#### **B. Professionalism at Field Placement:**

Field placement is a privilege that the TC must respect. In consistency with the mission of the Shepherd University Code of Conduct for Teacher Candidates in the Field, TCs are to perceive field placements as a privilege and an opportunity to mature. Therefore their behavior will reflect an eager disposition to grow. Teacher candidates are to interact with everyone in a professional manner, including but not limited to students, the course professor, cooperating teacher, faculty, staff, teachers, parents, etc. Vulgar communication, be it verbal or non-verbal, is a violation of the Shepherd University Code of Conduct for Teacher Candidates. In addition to everyone at the field placement, the TCs are required to interact with students only in a professional teacher-student relationship. If a pre-existing relationship with anyone at the assigned school exists, it must be disclosed. Teacher candidates are not permitted to discuss or share students' personal information or behavior with anyone other than their course instructor, cooperating teacher, field placement coordinator, and school principal.

#### **C. Arrival to and Departure From Field Placement**

The professor may determine the times the TCs are to arrive and depart from their field placement. Each field placement has unique signing-in and checking-out procedures. The TC is required to abide by these. All TCs must bring their Shepherd University ID and a driver's license to their field placement.

#### **D. Use of Electronics**

Any electronic device that is not used to facilitate professional development or students' learning is strictly prohibited.

### **III. Request for Modification of Shepherd University Code of Conduct for Teacher Candidates in the Field**

With respect to the TC's right to individuality, personal image and identity, religious beliefs, and/or special needs, all TCs are required to abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field. Any TC that wishes to make a request for any adjustment to protocol must complete and submit the "Request for Modification of Shepherd University Code of Conduct for Teacher Candidates in the Field"

form to the instructor of the Shepherd University course in which the TC is placed in the field. This request must be submitted in writing no less than two weeks prior to entry into the field. The request will be reviewed by the Request for Modification subcommittee of the Professional Education Unit Council. Accommodations associated with a special need will be coordinated through the Office of Disability Support Services. A request for a modification does not guarantee that a modification will be permitted, since the Shepherd University personnel reviewing the request reserve the right to deny any such modifications.

#### **IV. Violation of Shepherd University Code of Conduct for Teacher Candidates in the Field**

Any instance in which the TC has not abided by the Shepherd University Code of Conduct for Teacher Candidates in the Field is a violation of such. In situations in which the TC has not abided by any of the criteria in the Shepherd University Code of Conduct for Teacher Candidates in the Field, the course professor may use discretion as to how any violations will be addressed. Possible outcomes, including but not limited to, might be: (1) verbal counselling, which may be documented, in a meeting of the professor and the TC, which may include the cooperating teacher or others as deemed appropriate by the professor, to discuss the violation and what steps must be taken by the TC to improve professionalism; (2) the development of a contractual agreement of remediation between the course professor and student in which the professor sets forth criteria that would serve as evidence of improvement; (3) suspension from field placement until completion of a contractual agreement of remediation that shows evidence that the TC is prepared to re---enter field placement; (4) involuntary withdrawal from practicum; or (5) expulsion from the teacher education program.

#### **Letter of Agreement**

By signing this "Letter of Agreement" I am confirming that I have read, wholly understand, and will abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field. If I commit any infraction upon the Shepherd University Code of Conduct I understand that such may be reviewed by Shepherd University personnel who will address the matter accordingly in a timely, professional, and objective method. Possible repercussions that may result of any infringement or infringements could include but are not limited to meeting with the Shepherd University personnel to undergo a remedial plan prior to re---entering the field placement or expulsion from the respective course and/or teacher education program.

Name (printed): \_\_\_\_\_

Name (signed): \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### **Request for Modification of the Shepherd University Code of Conduct for Teacher Candidates in the Field**

This request must be submitted no less than two weeks prior to field placement to the Request for Modification subcommittee of the Professional Education Unit Council. Accommodations associated with a special need will be coordinated through the Office of Disability Support Services and Request for Modification Subcommittee of the Professional Education Unit Council. Please check any and all justifications you are seeking for any modification of the Shepherd University Code of Conduct for Teacher Candidates in the Field:

- Religious beliefs
- Special needs
- Other

Provide a brief, written rationale as to why you are making the request.

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By signing this "Request for Modification of the Shepherd University Code of Conduct for Teacher Candidates in the Field" document, I am confirming that I have read, wholly understand, and will abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field regardless as to whether or not my request is approved or denied. I am also confirming that I wholly understand that the right to deny this request is reserved by the respective Shepherd University personnel that review my request.

Please sign and date:

Name (printed): \_\_\_\_\_

Name (signed): \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<u>This section is to be completed by the Request for Modification Subcommittee of the Professional Education Unit Council</u>	
Request for Modification: (circle one)	Den
Provide a brief written rationale as to why this request has been granted or denied	
_____	
_____	
_____	
_____	
_____	
Course Instructor's Signature	Date: ____/____/____