

TEACHER EDUCATION HANDBOOK

EDUCATION DEPARTMENT

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Preface

The purpose of this handbook is to provide information to students planning to pursue teacher certification at Gettysburg College. Your advisor and the faculty of the Education Department are your primary sources of information about the Teacher Education program and they should be called upon to assist you whenever you have questions. The handbook is a supplement to, not a replacement for, these primary sources of information and for any conversations you may have with your advisor or other faculty members.

The Pennsylvania Department of Education frequently makes changes to its guidelines for teacher preparation. Updated information and announcements can be found on the Education Department's website, which can be accessed at <http://www.gettysburg.edu/academics/education>. Because the Teacher Education Handbook is updated infrequently you are encouraged to check the website for the most up-to-date information on teacher education rules and regulations.

The information in this handbook was last updated in April 2018. This version of the Teacher Education Handbook supersedes all previous editions.



1 Curriculum Overview

Preamble

According to the Constitution of the Commonwealth of Pennsylvania, the General Assembly “shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth.” This provision mandates a quality education for each child in the Commonwealth.



Public schools in Pennsylvania hold primary responsibility for the achievement of the “Goals of Quality Education” as established by the State Board of Education, but they must work in close and continuous cooperation with families, local communities, and other appropriate social, religious, and governmental institutions to ensure the achievement of these goals.

To promote achievement of a quality education, the Commonwealth also specifies that school environments should be safe, attractive, and orderly; should promote a willingness to work toward objectives; should stimulate a readiness among students to continue learning throughout life; and should encourage the fullest possible educational development of each student.

To learn more about educational programs in Pennsylvania’s public schools, visit the Pennsylvania Department of Education on the web at <http://pde.state.pa.us>.

The Gettysburg Curriculum

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finite capacities. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

- Logical, precise thinking and clear use of language, both spoken and written;
- Interaction with broad and diverse forms of subject matter; and
- Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities.

The overarching goal of the Gettysburg Curriculum is to help students become lifelong learners who are:

- Able to acquire and process information and ideas in multiple ways;
- Integrative thinkers;
- Skilled in communication; and
- Prepared for the responsibilities of local and global citizenship.

Students demonstrate their progress toward achievement of these goals through their performance in a range of courses or comparable faculty-sponsored experiences, through their completion of a major field of study, and through their ability to demonstrate connections across the curriculum.

For more information on the Gettysburg Curriculum see the College Catalog, or visit the College Registrar on the web at <http://www.gettysburg.edu/registrar>.

Mission Statement

OUR MISSION: INQUIRE, CREATE, FACILITATE, *and* REFLECT

The Gettysburg College Department of Education strives to prepare knowledgeable, creative, culturally responsive teachers who foster the development and growth of learners by engaging them in worthwhile learning experiences framed by inquiry and meaningful assessments.

We aim to prepare reflective, empathetic teacher-leaders who facilitate student inquiry from democratic and critical-multicultural perspectives, help students relate concepts and skills learned in school to students' diverse lives, and foster social, cognitive and emotional growth. Our teachers are knowledgeable, passionate about education, value the arts, and work consistently to improve their teaching through the integration of theory and practice. They are deeply committed to teaching the whole child by promoting equity, social justice, and social cooperation.

Connecting Teacher Education at Gettysburg to the Gettysburg Curriculum

Within the context of the Gettysburg Curriculum, and in keeping with the general purposes of Gettysburg College as a residential liberal arts institution, the Education Department offers the courses and experiences necessary to qualify students to receive the Pennsylvania Instructional I Certificate. We also work closely with students to ensure that they are qualified to receive certification to teach in other states with licensure requirements that are substantially similar to those of the Commonwealth of Pennsylvania.

Students completing a program in the Education Department will be examples for their students of the qualities that result from a liberal education and they will prepare their students to acquire those qualities themselves. Our graduates' teaching will effectively utilize appropriate principles of instruction and they will demonstrate a high level of competence in the subject matter for which they are responsible.

Furthermore, the Education Department strives to serve as a resource for the College community, for our colleagues here at Gettysburg, and in local and regional schools. Our goal is to provide information on current research and innovative educational practices that promote the highest possible standards of teaching.

Curriculum & Portfolio Guidelines

Our efforts to combine the expectations of the Pennsylvania Department of Education, the faculty of Gettysburg College, and those of professional organizations in education has yielded a curriculum document that describes how students move through the Teacher Education Program at Gettysburg College toward professional practice. This document describes how programs in teacher preparation at Gettysburg are designed around five key principles. Those principles are:

Principle One / Foundational Knowledge:

The beginning teacher should have extensive, flexible knowledge of the social, cultural, historical, philosophical, and psychological foundations of secondary education in the United States.

Principle Two / Pedagogical Content Knowledge:

Beginning teachers should have extensive, flexible knowledge of the subject(s) they teach, and of how to relate that knowledge to students in powerful ways that promote active student engagement with, and reflection on, questions of enduring importance in the human experience.

Principle Three / Knowledge of Assessment:

The beginning teacher should have a well-developed philosophy of assessment and the ability to engage in assessment practice that is fair-minded, comprehensive, analytic, and authentic.

Principle Four / Professional Knowledge:

Beginning teachers should understand and demonstrate fidelity to accepted codes of professional practice, and they should demonstrate a firm commitment to their own professional development by engaging in reflective practice and by fostering relationships with colleagues, parents, and others to support student learning and well-being.

Principle Five / Knowledge of Adaptations and Accommodations:

Beginning teachers should have knowledge of how to address the needs of all learners, including English-language learners and other diverse learners placed in inclusive settings.

As you make your way through the Teacher Education Program you will be expected to document your growing understanding of these principles by creating a professional portfolio. Your portfolio will consist of ten different “artifacts” of learning organized by the five principles.

P1: Foundational Knowledge

A1: Knowledge of the foundations of education in a democratic society

A2: Knowledge of the psychological foundations of teaching and learning

P2: Pedagogical Content Knowledge

A3: Disciplinary content knowledge

A4: Content knowledge for teaching

A5: Instructional planning and practice

P3: Knowledge of Assessment

A6: Assessment planning and practice

P4: Professional Knowledge

A7: Management of student learning and the learning environment

A8: Professional development

P5: Knowledge of Adaptations and Accommodations

A9: Knowledge of the challenges faced by diverse learners in inclusive settings, and demonstrated ability to adapt and accommodate instruction to meet their needs

A10: Knowledge of the challenges faced by English language learners in inclusive settings, and demonstrated ability to adapt and accommodate instruction to meet their needs

Additional information on the Five Principles and the artifacts produced by students in the Teacher Education program can be found in the **Teacher Education Curriculum & Portfolio Guide**, which can be downloaded from the Education Department's website. **Students pursuing certification are strongly encouraged to review the curriculum and portfolio guidelines as soon as they begin their studies.**



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TEACHER EDUCATION PROGRAMS

Overview

Teaching is sometimes described as “The Learning Profession,” and there may be no more powerful way to put what you have learned in College to good use than by teaching. As such, students who pursue a liberal arts education at Gettysburg College may challenge themselves further by preparing to teach in K-12 settings. The College supports these goals, which benefit individual students, the College community, and society at large, by offering the following teacher certification programs:

- **Secondary education (7-12)**
- **Foreign language education (PreK-12)**
- **Music education (PreK-12)**

Although certification is the goal of most students who take courses in the Education Department, a teacher education program extends beyond the basic requirements for certification. In reality every course you take at Gettysburg College is part of your preparation for teaching; you should always take time to reflect on what you are learning and how it can be used to help you think more deeply about teaching. At the same time, we have planned a curriculum in the Education Department that will help you connect what you are learning in other departments on campus to a base of knowledge about education and teaching that is at once theoretical and practical.

The first two courses you take in the Education Department, regardless of certification area, exemplify these goals. Education 199 (Foundations of Education) and Education 201 (Educational Psychology) are designed to complement one another by helping you contextualize the educational experiences of students in schools, and outside of school, socially, culturally, and psychologically. These two courses also provide an early opportunity to see how a balance of theory and practice can help lay the groundwork for the development of effective classroom teaching.

After completing this initial sequence of courses, you will plan the remainder of your teacher preparation curriculum together with your Education Advisor. This course sequence includes a content-specific methods course and two courses designed to introduce you to the importance of educating students with unique learning needs. Each certification program culminates in a two-course sequence completed during the Education Semester. The first of these courses, Education 476, is comprised entirely of fieldwork completed in a local classroom under the supervision of a cooperating mentor teacher and a college supervisor. The second, Education 405, is a research course and seminar that provides an intensive opportunity to explore the interconnection of theory and practice one last time before earning your certificate. For more information on specific courses offered in the Education Department, see the Department’s web page or contact your Education Advisor.

RECOMMENDED COURSE OF STUDY
For students enrolled in all Teacher Education Programs

TEACHER CERTIFICATION PROGRAM

Step 1: INTRODUCTORY COURSES

These six courses, or their equivalents, must be completed before applying for admission to the Teacher Education Program.

Education Courses (2)

Education 199
Education 201

Writing & Literature (2)

One course in college-level writing
OR 600+ on SAT (Verbal)

AND

One course in British or American literature
OR AP English exam score of 4+

Mathematics (2)

Two courses in college-level mathematics
560+ on SAT II (Level 2)
AND/OR AP exam score of 4+ may count

Step 3: PROFESSIONAL CORE

These three courses must be completed after program admission but before student teaching

Education 306, 331, OR 350 OR 310

Content-area methods

Education 320

Teaching Culturally & Linguistically Diverse Students

Education 340

Teaching Students with Diverse Needs

Step 4: STUDENT TEACHING

Completed in the fall semester of the senior year
OR in a Ninth Semester.

Education 405: Student Teaching Seminar

Education 476: Student Teaching Internship

Step 2: PROGRAM ADMISSION

Students can apply for admission to the Teacher Education Program as soon as they have completed the requirements in Step 1. For most students, this will occur sometime in the sophomore year.

Step 5: COMPLETE REQUIREMENTS

Content-area course requirements (depending on certificate)

Praxis II content-area exam

Education Portfolio

GPA requirement (3.0 minimum)

Check with your Education Advisor for details.

* **NOTE:** Many of the additional requirements that must be met for certification can be met through testing or transfer coursework. Contact your Education Advisor for more details.

Your Education Advisor: Unlocking the Mysteries of Certification and the Minor

New students can request to be assigned to an Education Advisor at any time, but most will not formally be assigned to an advisor until admission to the Teacher Education Program has been granted. Your advisor should be the first resource you turn to for questions you may have about certification or about other issues related to your preparation for teaching.

It is our position in the Education Department that academic advising is logically and inextricably related to the work we do as teachers; indeed, we believe that advising *is* teaching, as a wise sage of academic advising once suggested. As such, we take our responsibility to help guide you through the various curricular opportunities available here at Gettysburg College very seriously. We are committed to helping you make the most of your Gettysburg experience by working with you to create an individualized curricular plan that builds on your strengths and helps you develop new ones in the process.

Note that you will continue to have an assigned advisor in your major; this person will also provide assistance to you as you navigate the Gettysburg Curriculum and will be your primary resource for questions related to requirements within your major. Feel free to share questions you have about your major with your Education Advisor, but remember that your major advisor will ultimately help you clarify questions related to the major and should be a resource

for questions related to the Gettysburg Curriculum as well. Ultimately, you will want to build strong relationships with both advisors and use their combined experience as a resource to enhance your experience here at Gettysburg.

The Minor in Educational Studies

The Education Department also offers a non-certificate minor in Educational Studies, which is designed to accommodate the needs of a range of student interests. The Educational Studies minor is best suited to students who:

- Are interested in education or educational issues but do not seek to become classroom teachers;
- Have an interest in certification programs that are not offered at the College (such as elementary or middle school programs); and/or
- Have an interest in teacher certification but wish to pursue certification in graduate school or through an alternative certification program.

If you think you may be interested in minoring in Educational Studies you should work closely with your Education Advisor to plan a course of study that will enable you to meet your academic goals. More information on the minor is available on the department's website and in the Guidelines for the Minor in Educational Studies.

Teacher Certification in Pennsylvania

The Instructional I Certificate: Initial Certification in Pennsylvania

Since Gettysburg College is located within the Commonwealth of Pennsylvania, graduates of any of the approved certification programs offered at the College are eligible for recommendation for an Instructional I certificate in Pennsylvania. The Education Department cannot recommend teacher candidates for certification in other states but if you do seek certification in another state you should plan to work closely with the state in question to determine what will be needed to earn certification. Some private and parochial schools do not require state licensure for teachers.

The Instructional I Certificate, issued by the Pennsylvania Department of Education (PDE), is a provisional certificate valid for six years of service (not calendar years) from the date of issue. Teacher candidates seeking the Instructional I certificate must:

- (1) Complete an approved certification program;
- (2) Meet all testing requirements as described by the Pennsylvania State Board of Education; and
- (3) Meet all other clearance requirements as described in the Pennsylvania School Code, especially those related to Act 114, Act 34, and Act 151.
- (4) Receive a recommendation for certification from the faculty of that program.

These requirements are described in further detail below:

(1) **Complete an Approved Program:** Gettysburg College provides programs approved by the Pennsylvania Department of Education that lead to teaching certification in the following areas:

- **Secondary Education**, grades 7-12, in the following subject areas: Biology, Chemistry, Social Studies, English, Math, Physics, and General Science
- **Foreign Language**, grades PreK-12, in French, German, and Spanish
- **Music Education**, grades PreK-12

PLEASE NOTE that certification requirements can, and do, change in response to new legislation or in response to new regulations and guidelines established by the Pennsylvania Department of Education. Check with your Education Advisor for the most up-to-date information regarding certificate program availability at Gettysburg College.

(2) **Meet Testing Requirements:** In addition to completing prescribed coursework, in Pennsylvania candidates must also pass relevant Praxis exams. Candidates in all certificate programs are now required to earn passing scores on the Pennsylvania Educator Certification Tests (PECT), which include the Pre-Service Academic Performance Assessment (PAPA), or must achieve passing scores on the ACT or SAT I; and relevant subject-area assessments (currently Praxis II exams), which vary by certificate area. Current passing scores are published on certification check sheets, which are usually available on the Department's website. You can also find more information on testing requirements by visiting this web address and clicking on "Tests": <http://www.pa.nesinc.com>.

(3) **Clearances—Act 114, Act 34, Act 151, Federal CHRI, and other requirements:** Act 114 of the Pennsylvania School Code requires criminal background checks and child abuse checks on both visitors to and new employees of public and private schools. As such, all teacher candidates must complete the following:

- A Criminal History Record Information (CHRI) background check conducted by the Federal Bureau of Investigation;
- A Pennsylvania criminal background check, as required by Act 34; and
- A Pennsylvania child abuse check, as required by Act 151.

These clearances must be initiated through the Education Department office (located in Weidensall 106) as a condition of acceptance into the Teacher Education Program and may be required to complete coursework prior to program admission. Clearances should generally only need to be obtained once in a four-year period. Check with Kathy Ambrose (kambrose@gettysburg.edu; extension 6550) or drop by room 106 for more information.

All candidates are also required to have a tine test or obtain similar proof of freedom from tuberculosis before beginning field experiences or being admitted to the Education Semester. Forms are available in Weidensall 106.

(4) **Recommendation for Certification:** Students who have satisfactorily completed the requirements of one of the approved programs listed above will be recommended to the Pennsylvania Department of Education (PDE) for issuance of an Instructional I Certificate. Your certificate will be issued by the Commonwealth of Pennsylvania through the PDE, not by the Education Department or by Gettysburg College. Additional requirements related to program completion will be shared with you by your Education Advisor.

Other Measures of Competence

- **Technology.** All candidates for teacher certification are also required to demonstrate competence in the use of computer technologies. Competence will be assessed through education coursework and field assignments.
- **GPA Requirement & Character Declaration.** Candidates must also enter and exit the Education Semester with a cumulative grade point average of 3.0 and must complete the Declaration of Good Moral Character form before recommendation for certification will be processed.

Converting to the Instructional II Certificate: Permanent Licensure

To be issued a permanent Instructional II certificate, teachers must comply with the following regulations, depending on the type of Instructional I certificate received and the year it was issued:

- **Induction period.** Completion of an induction period during the first year of full-time teaching. During this year, the first-year teacher will be supported and monitored by an experienced teacher. Before the conclusion of the first year an evaluation will be made by the school district Superintendent and a decision will be made regarding continuance in the teaching profession.
- **Full-time teaching.** Subsequent completion of three years of full-time teaching in a Pennsylvania public school with satisfactory ratings.
- **In-service and/or post-baccalaureate credits.** Completion of 24 post-baccalaureate credits within the first six years of full time teaching. Twelve of these credits can be PDE-approved in-service credits. All teachers must have the 24 credits in order to begin the seventh year of teaching.

Holders of the Instructional II certificate must continue to earn **Act 48 credits** and meet requirements as posted in **Chapter 49** of the code of the State Board of Education.

**** You've got questions? We've got answers! ****

Additional information about teacher certification in Pennsylvania can be found by visiting <http://teaching.state.pa.us/> or by scheduling a visit with your Education Advisor. Don't be shy about sharing your questions with us!

Applying for Admission to the Teacher Education Program

Admission to the Teacher Education program is neither automatic nor guaranteed. Students are expected to complete a number of curricular requirements prior to admission and only students who have demonstrated clear potential to become effective teachers will be granted admission to the Teacher Education program. All applicants for admission should complete the **Application for Admission to the Teacher Education Program**, which is available on the department's website, and fulfill the following minimum requirements:

- Applicants must have a 3.0 grade point average in all coursework completed for credit at Gettysburg College *at the time of admission*;
- Applicants must have successfully completed two units of credit* in college-level Mathematics/quantitative thinking, as well as a unit of credit in British or American literature and one unit of credit in college-level writing *at the time of admission*;
- Applicants must have earned a passing score on the Pre-Service Academic Performance Assessment (PAPA) or equivalency scores on either the ACT or SAT I *at the time of admission*;
- Applicants must have completed a minimum of 14 units of credit in non-Education courses *at the time of admission*;
- Applicants must have earned a grade of C or better in all Education courses

* NOTE: A "unit of credit" is defined in this section as a unit of the Gettysburg Curriculum, which is the equivalent of four academic hours of course credit. Applicants for certification may complete some requirements for certification at other colleges/universities. As always, contact your Education Advisor for more information if you have questions.

Teacher Education Programs by Content Area

Secondary Education Programs (7-12)

Students interested in pursuing secondary certification can choose to complete an approved program in one of the following areas:

Biology

Chemistry

General Science

English

Physics

Mathematics

Social Studies

State requirements for certification add significantly to student course loads in secondary certification areas, especially in social studies, so it is important to plan accordingly. For more information on certification requirements, see section three of this *Handbook*. Students interested in preparing to teach in secondary schools should select a major *no later than the beginning of the sophomore year* and should complete as many courses in the major as possible by the end of the junior year.

Music Education (PreK-12)

The Music Education program is administered by faculty located in the Sunderman Conservatory of Music. Students interested in Music Education should confer with the Director of Music Education to design an appropriate program of studies. While many course offerings in Music Education are made available through the Conservatory, all candidates for certification (including candidates in Music Education) must take Education 201 (Educational Psychology), Education 320 (Teaching Culturally and Linguistically Diverse Students) and Education 340 (Teaching Students with Diverse Needs) in the Education Department. These courses should be scheduled in consultation with the Director of Music Education. For more information on the program in Music Education, visit the website of the Sunderman Conservatory at http://www.gettysburg.edu/sunderman_conservatory.

World Languages (PreK-12)

PreK-12 certification may also be earned in German, French, or Spanish. All foreign language certification students must complete field experiences as described in section two of this handbook under "Field Experiences."

Ninth Semester Option

Gettysburg College students who would like to obtain a Pennsylvania teaching certificate, but are unable to do so within four years because of a crowded course schedule of requirements, may be able to take advantage of the Education Department's Ninth Semester option. This option, which is limited to the first semester following a student's graduation from the College, includes the capstone courses necessary to complete certification requirements. The reduced tuition charge for students taking advantage of the Ninth Semester option does not include technology fees, Praxis exam fees, state certification fees, meals, and housing. To exercise the Ninth Semester option, students must meet the following conditions:

1. ***Earn acceptance into the Teacher Education Program.*** Students must meet all published requirements, including minimum GPA, as published in the College catalogue and described in this *Handbook*.
2. ***Successful completion of a baccalaureate degree at Gettysburg College in the semester before the Education Semester.*** The Ninth Semester must be contiguous to undergraduate studies at Gettysburg College and must be pre-planned as such. The cost/option for Ninth Semester is separate from Special Student Status; it is to be used for the Education Semester only. The Ninth Semester plan should in no way be misconstrued as graduate work, although some students may have already completed requirements for the Bachelor's Degree.
3. ***Housing secured by the student.*** Students are responsible for finding and funding their own housing and meals during the Ninth Semester. It is therefore recommended that all students interested in the Ninth Semester plan secure their own housing well in advance of actual enrollment in the student teaching semester. Campus housing may be an option depending on availability.
4. ***Advice from Education Department faculty.*** All students interested in the Ninth Semester option should make an appointment with an Education Department faculty member as soon as possible to discuss particulars and plan accordingly.

Special Certification Programs in Social Studies

Students with an interest in teaching secondary social studies have the option of designing an interdisciplinary major in any of a number of different fields and combining the major with coursework in the teacher education program. This approach enables students to match the requirements associated with certification and graduation more efficiently, resulting in more flexibility as they design their course schedules each semester. The options include:

American Studies with Teacher Certification (AS/ED)

Students with an acute interest in American history and culture may choose to design their own major in American Studies and complement it with certification coursework in secondary social studies education. Self-designed majors must be approved by the Interdisciplinary Studies Committee after an application process; that process must be completed in the spring semester of a student's sophomore year at Gettysburg.

Globalization Studies with Teacher Certification (GS/ED)

Majors in Globalization Studies combine required interdisciplinary coursework in the social sciences with regional and thematic "tracks" to develop a deeper sense of the increasing connectedness of the world and its implications for the future. GS majors completing certification coursework would be well positioned to teach World History, World Geography, and sociology courses in K-12 schools, as well as any range of cultural and historical course elective that may be offered. For more information on the Globalization Studies major, visit the department's website:

<http://www.gettysburg.edu/academics/gs>.

Public Policy with Teacher Certification

Students more interested in political science and economics may choose to combine certification coursework with a major in Public Policy. Coursework in Public Policy encourages quantitative analysis of various policy alternatives and sustained study of the political institutions that help shape and respond to various policy alternatives. Public Policy majors who earn secondary certification would be especially well positioned to teach courses in Micro- and Macroeconomics, Government and Politics, Geography, and Environmental Studies. For more information on the Public Policy major, visit the program's website: *<http://www.gettysburg.edu/academics/public-policy>.*

Traditional Disciplinary Majors with Teacher Certification

For students uncomfortable taking the path less traveled, a major in any traditional social science area, or in history, can be combined with certification coursework (and a healthy dose of fortitude) or with a minor in Educational Studies. Students seeking to concentrate in a single disciplinary area and earn a certificate to teach in Pennsylvania typically will need to bring course credits with them when they come to Gettysburg, and many must also complete some requirements off campus during the summer. Students pursuing this route also may consider the Ninth Semester as a viable student teaching option and often are unable to study abroad in their time at Gettysburg. But, with all that said, it can be done. Careful and frequent consultation with your Education Advisor is especially important if you wish to pursue a major in one of the traditional academic disciplines with teacher certification in social studies.

If you are interested in one of these special programs, discuss your plans with your Education Advisor.

Interstate Agreements and Teaching Outside Pennsylvania

Certificates issued by the Pennsylvania Department of Education are recognized in a number of states either through interstate agreements or through the compatibility of Gettysburg's teacher preparation programs with requirements for certification in those states. Persons wishing to teach in other states may be required to take additional tests or complete additional coursework in order to do so. Information on particular states may be available in the Education Department; however, **requirements are subject to change without notice and students should contact the Department of Education of the state in which certification is sought for current information.**

If you are considering teaching in a state other than Pennsylvania we advise you to begin investigating the requirements for certification in that state as soon as you begin your program.

Below is a list of the states with which Pennsylvania currently has interstate certification agreements, including the District of Columbia. This list is, of course, subject to change at any time; you should make appropriate contact with licensing agencies in any state you may consider teaching in to see if the agreement still stands.

Alabama	Kansas	North Carolina
Alaska	Kentucky	North Dakota
Arizona	Louisiana	Ohio
Arkansas	Maine	Oklahoma
California	Maryland	Oregon
Colorado	Massachusetts	Rhode Island
Connecticut	Michigan	South Carolina
Delaware	Mississippi	Tennessee
District of Columbia	Montana	Texas
Florida	Nebraska	Utah
Georgia	Nevada	Vermont
Hawaii	New Hampshire	Virginia
Idaho	New Jersey	Washington
Illinois	New Mexico	West Virginia
Indiana	New York	Wyoming

Procedures for Non-Traditional and Transfer Students

The following procedures define the means by which the Education Department at Gettysburg College evaluates a certification candidate's academic and experiential credentials in one or more of our approved teacher certification programs. This information is used to judge the competence demonstrated by students to justify recommendation for a teaching certificate

Candidates who hold a degree from another institution

Teacher certification candidates who hold a degree from an accredited institution may be considered for a Gettysburg College certification program. Acceptance into a secondary certification program will be dependent upon a review of the candidate's academic major by the appropriate Gettysburg College academic department to determine its equivalency to an academic major offered by the College. Acceptance into the Education Semester will then need to be granted by the Teacher Education Committee, which includes representatives from departments across campus. In addition, a state-mandated overall academic average of 3.0 and a 3.0 average in the academic major (based on a four-point system) are required for acceptance to the secondary Education Semester.

Candidates should submit a transcript of college work and a current resume to the Certification Officer to begin the process of entering a certification program at Gettysburg College.

Transfer Credit

Normal Gettysburg College procedures for the transfer of academic credit as outlined in the Gettysburg College catalogue will be followed. All education courses taken at other institutions must be approved by the chair of the Education Department or by the Certification Officer in order to be considered part of a teacher candidate's certification file.

Competency Testing

Teacher certification candidates may be excused from certain curricular requirements by completing relevant examinations (such as Advanced Placement exams) *when approved by the Pennsylvania Department of Education*. A list of approved exemptions is available in the Education office. Certified, successful teaching experience *may* be accepted in lieu of course

credits if judged to be the *equivalent* of course completion. Such a determination must be made by unanimous approval of the faculty of the Education Department.

Evaluation of Experience

Except where rules pertaining to Transfer Credit apply, the Education Department will review prior experience of teacher certification candidates relative to its equivalence to successful completion of Gettysburg College teacher education program course work. All candidates are required to provide evidence of having completed a successful experience in the area for which they are seeking a certificate. This policy applies particularly to those candidates who seek an extension of a certificate from one certification area to another.

Certification

The authorization of a certificate results from a recommendation by the Education Department to the Pennsylvania State Department of Education; the PDE in turn makes the final decision with regard to certification. Our certification officer recommends the issuance of a teaching certificate based on whether the above certification procedures have been followed. Candidates **MUST** meet all eligibility and competency requirements related to their chosen area of certification, regardless of student status. In other words, “traditional,” “non-traditional,” and transfer students will all be held to the same high standards of performance before the Education Department will make a formal recommendation for certification.

Required Examinations

Candidates for teaching certification must take and pass all required exams, which include the PAPA test and any relevant Praxis II content-area examinations. For more information on the exams, contact a member of the Education Department, see “Testing Requirements” under “Teacher Certification in Pennsylvania” in this section of the handbook, or, for the most updated information, visit the department’s webpage at <http://www.gettysburg.edu/academics/education>.

Substitute Teaching Policy

In 2016 the Pennsylvania Department of Education released new guidelines governing the use of substitute teachers in Pennsylvania's public schools. The faculty of the Education Department believes that substitute teaching can provide teacher candidates with valuable classroom experience both before and after earning certification, and to that end students are encouraged to consider substitute teaching when it is appropriate to do so. Generally speaking, the best time to consider substitute teaching is during breaks from the regular semester at Gettysburg College when classes are not in session.

Because students who enter public school classrooms represent the College when they do, the Department has drafted a policy to govern entry into schools as substitute teachers. This policy is consistent with the guidelines established by PDE, which state that students may serve as substitute teachers when the following conditions have been met:

- The student must have completed at least 60 hours of undergraduate coursework. Since Gettysburg College operates on a course unit system, rather than a course credit system, this means that students must have completed a *minimum of 15 course units in residence at Gettysburg College* to be eligible for substitute teaching in Pennsylvania. Check with your advisor to see if you qualify. These units must be completed and grades posted before substitute teaching can begin.
- The student must have been formally admitted to the Teacher Education Program at Gettysburg College.
- The student must have attained junior status. First-year and sophomore students are ineligible.

Students wishing to engage in substitute teaching should consult with the coordinator of Music Education (if appropriate) and the chair of the Education Department.

Grievance & Appeal Procedures

Teacher certification is a privilege to be earned and not a right to be demanded or expected. Gettysburg College students must demonstrate such traits as integrity, responsibility, and professionalism in both campus life (which may be adjudicated by the student conduct review board and is subject to the specifications of the College Honor Code) and during field experiences (evaluated on self-assessments and through feedback obtained from cooperating teachers). The results of these reports are used to evaluate your application for admission to the Education Semester.

Any student who wishes to register a grievance with the Education Department related to his or her experience in the Teacher Education program should first approach any pertinent faculty member involved in the grievance. If satisfaction is not obtained at that level, the student should contact the chair of the Education Department and present all relevant facts. If a resolution cannot be made at the chair level, the student should take the grievance to the Dean of Social Sciences, then to the Provost of the College for resolution.

In matters of alleged gender or handicap discrimination or sexual harassment, the grievance procedures outlined below shall be used. Whenever the act alleged in the complaint was committed by the person to whom the complaint would normally be brought under any of the grievance procedures, the complainant may omit that step in the procedure and proceed immediately to the next highest level. Before any grievance based upon a complaint proceeds to the final step (which would involve an appeal to the President of the College), an investigation as indicated above must be made and a written statement of the grievance must be prepared. This statement must include a description of the nature of the complaint, evidence upon which it is based, and remedial action sought. Discrimination and harassment complaints will be handled in accordance with the rules and regulations established by the College, which are, in turn, made in compliance with Title IX. Students or faculty members who feel that they have been subjected to discrimination or harassment are very strongly encouraged to speak to a trusted member of the College community as a first step toward addressing their concerns.

The right to be free from discrimination on the basis of one's gender or personal handicap is guaranteed to students under "The Rights and Responsibilities of Students" in the Gettysburg College Student Handbook. Students also have a right to be free from sexual harassment by College employees. Violations of these policies will not be tolerated.

Appeals regarding student teaching placement decisions should be made in writing to the chair of the Education Department or, if necessary, to the Dean of Social Sciences in the

Provost's office. In such cases the chair should only be bypassed if a conflict of interest or similar concern is detected by the student. In most cases, such concerns can easily be resolved in consultation with the chair of the department.

Honor Code or Student Conduct Review Board violations do not automatically exclude students from participating in the Education Semester. The Education Department sends the names of all prospective Education Semester candidates to both Academic Advising (for violations related to the Honor Code) and Residence Life (for those related to student conduct) for an incident review. All prospective students with violations will be asked to reflect in writing about what they have learned from the incident and the process. Before eligibility for student teaching can be determined, written responses will be shared with the appropriate college dean (either of Academic Advising or of College Life) familiar with the details of the hearing for their reaction to the reflection. In these cases, the Education Department considers the comments of the student and the dean, the student's academic record, and his or her professionalism in the field experiences to determine eligibility for the Education Semester. Additional questions related to the Department's grievance procedures may be shared with your Education Advisor or with the Chair of the Education Department.



3

FIELD EXPERIENCES

Introduction

All certification programs offered at Gettysburg College carry a field experience requirement. Content, methodology, and field experiences are interwoven in all courses to offer teacher candidates a wide variety of experiences and opportunities. School site visits, microteaching, classroom observation, simulation activities, case studies, and student teaching are among the field experiences planned for students. Field experiences are carefully designed to help students understand and appreciate the complexity and the challenge of teaching.

Field Experience Requirements

Field Hours

In early 2012, the Pennsylvania Department of Education (PDE) released a general set of field experience competencies and guidelines intended to replace the 190 hours previously required for certification in all areas. While this means that there is no minimum requirement for hours completed in the field, PDE continues to expect teacher preparation programs to report the number of hours of fieldwork completed by candidates for Instructional I certification. At Gettysburg College each course offered in the certification sequence, with the exception of Education 199, carries a mandatory field experience, usually completed in accordance with the Fourth Hour requirements established for all courses at the College.

Stage(s)	Course
Stages 1 & 2: Observation and Exploration	Education 199
	Education 201
Stage 3: Pre-Student Teaching	Education 320
	Education 340
	Education 306, 310, 331, or 350
Stage 4: Student Teaching	Education 405 & Education 476

As the chart shows, it is expected that all candidates for certification will complete several field experiences before the Education Semester. Your individual experiences may vary depending on the certification program you choose or other factors. All expectations for fieldwork will be described in course syllabi and should be clarified with course instructors.

In general, field experiences are organized around the coursework you complete as a candidate for certification, but PDE also organizes field competencies in four different categories: Observation (Stage 1), Exploration (Stage 2), Pre-Student Teaching (Stage 3) and Student Teaching (Stage 4). Because field competencies associated with each of these four stages overlap and build upon previous competencies, and because the courses offered for certification are not taken in the same sequence by all students, competencies for each field stage have been grouped in a way that reflects these contingencies.

Hours spent doing fieldwork must be documented on forms available in the Education Department office; these forms must be accurately completed and signed by a representative of the field placement (typically a student's cooperating teacher) at the conclusion of each semester. Forms can be submitted to the department's Administrative Assistant in Room 106 of Weidensall Hall or may be submitted to your course instructor depending on your instructor's preference.

Field competencies

The Education Department is required to ensure that all students meet the performance expectations for fieldwork established by PDE. The competencies associated with each of the four stages of field experience—Observation, Exploration, Pre-Student Teaching, and Student Teaching—are organized by PDE into six separate domains.

These six domains have been integrated into the Curriculum & Portfolio Guide published by the Education Department and available at the department's website. Competencies associated with Stage 1 (Observation) are reflected in the artifacts produced under Principle One (Foundations of Educational Practice) of the student teaching portfolio; those associated with Stage 2 (Exploration) are reflected in artifacts produced under Principle Five (Instructional Adaptations and Accommodations). Competencies associated with Stage 3 (Pre-Student Teaching) are reflected in Artifact 7 of Principle Four (Professional Dispositions and Professional Development), with the exception of Stage 3, Section F competencies, which are met in Education 340. In addition, specific competencies will be met in individual courses; these should be listed in appropriate course syllabi.

Additional Guidelines, Expectations, and Responsibilities

First and foremost, remember that **you represent Gettysburg College and the Education Department every time you enter the field to do fieldwork**. Our ability to secure high quality field placements depends on the relationships we establish and maintain with our field partners; when students represent us well in the field they enhance the reputation of the whole Teacher Education program and increase the likelihood that field experiences will be useful, engaging, challenging, and productive for others as well.

Because of this you should remember that **professionalism matters**. “Professionalism” can seem like an abstract concept but there are certain things you can do to project a sense of professionalism while in the field. For example:

- **Dress appropriately.** Schools especially are places where professional people do professional work. There’s no need to break the bank on a new wardrobe before commencing with your fieldwork but you should be aware of the fact that you, as a teaching intern, are being viewed as someone who wishes to one day become a professional teacher. Dress like one. If you are not sure what this means, consult with your advisor or your course instructor.
- **Keep your appointments.** First: always make an appointment before showing up at a field placement. You can do this by email, but make sure you get an affirmative reply before showing up. All communications with field contacts should be carefully written and proofread for errors. When you make an appointment with a teacher or someone else affiliated with a field placement, keep it—at all costs. The only good excuses here involve threats to life and limb. Having to leave early for break, forgetting to study for an exam, failing to get a ride and other issues are not acceptable excuses for missing fieldwork appointments. Take care of those things before you make an appointment.
- **Be on time.** If you’re early you’re on time; if you’re on time, you’re late. Figure out how long it will take to get to your field placement, then add at least fifteen minutes to that number. This will give you time to handle any check-in procedures that need to be completed and find where you need to be. And speaking of that...
- **Always check in.** If your field placement is in a school, especially, you need to be aware that strict procedures need to be followed when checking in. You must always check in at the main office. You’ll probably be asked to sign in (please do not forget to also sign

out!), and you may be asked to wear a nametag while in the building. Ask for one if one is not offered to you.

- **Be polite.** Your parents expect nothing less from you, and neither do we. Address people as “Mr.,” “Ms.,” “Dr.,” or whatever other formal appellation seems appropriate until you hear otherwise. Thank your coop or field placement contact *every time you visit*. You’d be amazed by the difference common courtesy makes.
- **Again: Remember that you represent Gettysburg College and the Education Department when you are in the field.** Our good reputation was earned because students doing fieldwork and completing teaching internships have proven themselves to be emerging professionals who are thoughtful, engaged, polite, conscientious, and engaging. Your job, in addition to learning about the complexities of teaching and learning, is to keep that line moving.

In short, **always remember the three Cs: clothes, clock, and courtesy.** If you are on time, are professionally dressed, and project a genuine sense of respect for the time being given to you by others you will have a successful experience. If you ever have any questions about the responsibilities of fieldwork or the expectations for completing it, *contact your course instructor or your Education Advisor immediately*. Do not let problems fester! If you anticipate any kind of concern coming up as a result of your participation in fieldwork it is better to address it head on and immediately.

Also, be reminded that a successful application for certification depends on your observance of Pennsylvania’s Code of Professional Practice and Conduct for Educators, which includes a component certifying that you have strong moral character. Teachers are people too, but teachers are also expected to model appropriate behavior for the students they teach. If you ever have any concerns about your ability to meet these expectations you should consider talking with your Education Advisor or someone close to you to evaluate your fitness for and commitment to classroom teaching. More information on the Good Moral Character Policy is available on the department’s website:

- <http://www.gettysburg.edu/academics/education/programs/additional-info/good-moral-character-policy.dot>

Clearances

Students planning to do fieldwork in schools must obtain proper clearances *before* making arrangements to complete their work. Updated information on necessary clearances is available on the department's webpage:

- <http://www.gettysburg.edu/academics/education/programs/additional-info/field-work-and-clearances.dot>

Special Field Opportunities

Students enrolled in the Teacher Education Program, like other students at Gettysburg College, have access to unique field-based learning opportunities that can complement or supplement fieldwork normally associated with your preparation experience. Updated information on these opportunities can also be found on the department's website.

Social Media

Before beginning your field placement, we advise you very strongly to *clean up all online social networking sites* with which you may be affiliated (including Facebook, Twitter, SnapChat, Instagram, blogging sites, or other social networking sites). Be advised that information online that can be linked to you may also be accessed by students, parents, professional colleagues, supervisors, and/or administrators. We strongly discourage you from posting personal details that may compromise your professional responsibilities in any online forum, public or private. We also want to discourage you from allowing your friends to post any compromising pictures or information on those sites as well. Simply explain to them that you have professional expectations that must be met and ask them to respect the importance of maintaining your professional demeanor.

Additional Questions or Concerns

If you ever have any questions or concerns related to field placements or experiences, do not hesitate to schedule a meeting with or send an email to your instructor, your Education Advisor, and/or the Director of Field Experiences. Remember that our reputation as a department is largely built on the work you do as students here and as graduates once you leave. Our student teachers are wonderful ambassadors for our program and we appreciate the commitment you make to ensuring that field experiences and the relationships they engender continue to strengthen and endure for future teacher candidates at Gettysburg College.



4

**THE EDUCATION SEMESTER
& STUDENT TEACHING**

Introduction

The culminating experience of any teacher education program is student teaching: a rigorous internship in a school setting that allows prospective teachers, under the guidance of accomplished mentors, to transition into the teaching profession. At Gettysburg College, we typically refer to the internship semester not simply as “Student Teaching” but as the Education Semester because the actual student teaching internship is only one part of your whole experience that semester. While student teaching does take up much of your time during the Education Semester, we also ask all candidates for certification to return to campus for a seminar, Education 405, which is designed to help students bridge theory and practice in a relaxed, collegial, but still intense setting.

This portion of the *Teacher Education Handbook* is intended to provide students, cooperating school personnel, and college supervisors with an overview of the Education Semester and to answer any preliminary questions that may arise as a result of participation in the student teaching experience offered at Gettysburg College. Teacher education is a complex collaboration between the college and the school, and the student teaching internship itself represents an important step toward a successful career in education. We rely on local school personnel—especially cooperating teachers—to provide crucial learning experiences for our prospective teachers. In our view, cooperating teachers are members of the Education Department faculty throughout the course of the Education Semester. As a faculty, we very much value the time and effort put into the internship by coops and we always look forward to the feedback cooperating teachers provide.

A third crucial component of each student’s Education Semester experience is the supervision and evaluation of teaching provided by our College Supervisors. While department faculty are located on campus and provide additional support for teaching from here, cooperating teachers are situated within the school and offer expertise in addressing challenges with regard to students, curriculum, and the specific teaching context. Supervisors serve as a liaison between the school and the College, supporting student teachers as they develop their skills in the classrooms. This team of cooperating teachers, supervisors, and department faculty work to maintain ongoing communication throughout the Education Semester to share successes, identify needs, and support the student teacher in the best way possible.

NOTE: This chapter of the *Handbook* is also published separately as the *Manual for Student Teaching & The Education Semester* to ensure easy access to its contents for local school personnel.

Organization of the Education Semester & General Guidelines

The Education Semester is usually completed during the senior year at Gettysburg College or can be completed during a ninth semester following graduation at a reduced cost. Student teaching is a full-time endeavor; as such, students may not enroll in academic courses other than Education 405 (one unit of academic credit) and Education 476 (three units of academic credit) during the Education Semester. The two courses taken during the Education Semester are:

- **Education 476.** Education 476 is evaluated on a Satisfactory/Unsatisfactory (S/U) basis. Student teachers are assigned to a cooperating teacher the semester prior to student teaching by the Director of Field Experiences. Most student teachers have one student teaching assignment, though those seeking certification in music education, may have both elementary and secondary experiences. Student teachers are required to visit the classroom of their cooperating teachers before the student teaching semester begins.
- **Education 405.** Education 405, which is graded on the traditional A–F scale, has two primary purposes. First, it offers student teachers a space to share successes and pose problems that arise in the classroom. Second, it supports student teachers as they prepare their teaching portfolios and design and implement action research projects focused on enhancing student learning. This course is intended to help students integrate theory with practice, work collaboratively with other professionals, and develop reflective skills which will serve them as they improve their practice over time.

Student teachers participate in a full school day in the classroom of the cooperating teacher as well as in-service days for their particular district based on the student teaching calendar. Student teachers will gradually assume responsibility in the classroom and complete a **minimum of two weeks of full-time teaching**. Throughout the semester, each student teacher will be visited by a college supervisor who will offer support and evaluate the student teacher's practice.

Student teachers return to campus to attend Education 405, a seminar designed for sharing successes and challenges as well as inquiring into student learning in their classrooms. Each student is expected, in Education 405, to document his or her impact on student learning throughout the student teaching internship.

Assumption of Responsibilities

All student teachers will gradually assume responsibility for all the cooperating teacher's classes and duties; a two-week full-time load is the required minimum. All teaching and planning for this two-week period must be done by the student teacher. Additional guidelines for transitioning to full assumption of teaching responsibilities is included in the next section, "Responsibilities of the Student Teacher."

Attendance

Student teachers are expected to be in attendance at school for every day of their internship, including teacher workdays. In case of illness, the cooperating teacher must be notified as soon as it is clear that an absence is unavoidable. Absences in excess of two days must be made up at the end of the student teaching session. Students will adhere to the calendar of the school district in which they are student teaching, not the college calendar. Additionally, the College Supervisor should be notified as soon as possible when absences occur and must be notified immediately if a scheduled observation visit was to have occurred when an absence became necessary.

All student teachers are required to attend workshops scheduled by the school district unless attendance is deemed inappropriate by the school principal or cooperating teacher. Student teachers will attend all relevant department or grade-level meetings during student teaching. Student teachers should contact the Education Department if meetings conflict with Education 405.

Ninth Semester Option

Gettysburg College students who would like to obtain a Pennsylvania Teaching Certificate, but are unable to do so within four years because of a crowded course schedule of requirements, may be able to take advantage of the Education Department's Ninth Semester option. This option, which is limited to the first semester following a student's graduation from the College, includes the capstone courses necessary to complete certification requirements. Tuition charges for students taking advantage of the Ninth Semester option is substantially reduced, but does not including technology fees, Praxis exam fees, State Certification fees, meals, and housing. To exercise the Ninth Semester option, students must meet the following conditions:

1. *Earn acceptance into the Teacher Education Program.* Students must meet all published requirements, including minimum GPA, as published in the College catalogue and described in this *Handbook*.
2. *Successful completion of a baccalaureate degree at Gettysburg College in the semester before the Education Semester.* The Ninth Semester must be contiguous to undergraduate studies at Gettysburg College and must be pre-planned as such. The cost/option for Ninth Semester is separate from Special Student Status; it is to be used for the Education Semester only. The Ninth Semester plan should in no way be misconstrued as graduate work, although some students may have already completed requirements for the Bachelor's Degree.
3. *Housing secured by the student.* Students are responsible for finding and funding their own housing and meals during the Ninth Semester. It is therefore recommended that all students interested in the Ninth Semester plan secure their own housing well in advance of actual enrollment in the student teaching semester. Campus housing may be an option depending on availability.
4. *Advice from Education Department faculty.* All students interested in the Ninth Semester option should make an appointment with an Education Department faculty member as soon as possible to discuss particulars and plan accordingly.

For additional details, or if you have questions, contact your Education Advisor or drop by the Education Department office in Weidensall 106. You can also contact the office by dialing 337.6550.

Extracurricular Activities During the Education Semester

Student teaching is a major responsibility, and one that tests the physical, emotional, and intellectual limits of students attempting it. It also represents an inexorable transition from being a student to becoming a professional adult. As such, it is recommended that students eliminate activities and/or work responsibilities during this time. Exceptions will be considered on a case by case basis. Student teachers permitted to participate in activities that do not interfere with the school day are reminded that their professional responsibilities are expected to take priority over other responsibilities, even outside of school hours. This includes attendance at required seminars; attendance at parent teacher conferences and school "open houses"; and responsibilities associated with preparing instructional plans, grading papers, and assessing student learning in other ways. Questions about this policy should be directed to the chair of the Education Department.

Responsibilities of the Student Teacher

Student teaching is, in many ways, an enormous responsibility, but it is also an exciting and affirmative experience that provides teacher candidates with an opportunity to understand the rigors and expectations of classroom teaching before entering the profession on a full-time basis. Internships may be required in many professions but rarely are they as carefully managed and supported as the student teaching internship is in a place like Gettysburg College. Our goal as a department is to ensure that every student teacher has an experience that is worthwhile, challenging, useful, and, above all, supported appropriately to ensure that everyone involved in the experience—including student teachers, cooperating teachers, College faculty, and especially students—emerges with new insights into the teaching and learning process.

What does it mean to be a student teacher? In the simplest sense student teachers are interns, or students of teaching—people in an apprenticeship situation charged with learning how to teach from an expert. Yet we understand teaching to be much more complex than that: it is not something that can simply be learned by watching others or by imitating their practice. Indeed, the most successful student teachers are those that push the limits of the student teaching experience and challenge themselves to develop a sharpened sense of not only what is possible in teaching but what *should be done* to ensure that students have an outstanding learning experience when they come to school. In order to accomplish this, student teachers must be knowledgeable about the school curriculum and the culture of the schools they teach in, but also flexible enough to adapt to changing situations and environments. Student teachers should be careful, deliberate, and responsible as they approach their work, but also willing to step outside of their—and their students’—comfort zones in order to provide learning experiences that transcend traditional practices. They should, in short, expect that the only constant in any teaching experience is change—that growth and adaptation mark the transition to “educated” from “uneducated,” and that the most important role the teacher plays is to help students learn how to become better people. Academic achievement certainly matters a great deal to the effective teacher, but only as a portion of what is learned in school. Of greater value is the development of the full potential of each student to participate in the larger social and cultural life of our society.

While there is no single group of specific duties that will be applicable to every student teacher, all student teachers should be prepared to engage in the following duties over the course of the Education Semester:

- Observe and reflect on the classroom activities of the co-operative teacher.
- Prepare seating charts and learn pupils' names at the earliest possible date.
- Observe the reactions of students toward various learning situations.
- Prepare daily lesson plans in advance of teaching with the approval of the cooperating teacher.
- Prepare and review appropriate long-range plans and objectives.
- Prepare effective and varied assignments for students to complete.
- Perform routine clerical tasks such as the duplication of materials, etc.
- Perform routine tasks that will develop effective classroom management skills.
- Have access to available materials of instruction, including audiovisual materials such as maps, globes, library aids, technology, etc.
- Prepare appropriate and varied assessment practices.
- Design and supervise small group and individualized learning experiences.
- Assist with the school's extracurricular activities program.
- Arrange for frequent conferencing with the co-operative teacher.
- Perform miscellaneous professional duties assigned by the co-operative teacher or school principal, within reason.
- Seek every opportunity for experimentation, creativity, and originality in teaching assignments.
- Gradually assume responsibility for planning and teaching the entire class.

Student teachers should be assigned certain classroom responsibilities on the very first day of the student teaching experience. The first responsibilities may be routine tasks such as checking the roll, correcting tests, checking homework papers, etc.—activities that give way to helping learners on an individual or small group basis. If, in the judgment of the supervising teacher, the student teacher appears ready to assume teaching responsibilities by the beginning of the second week, this is an appropriate time to give the student teacher full responsibility for a class. The pre-teaching experiences that are necessary prior to assuming the responsibilities for the entire classroom will vary with (1) the experience that the student teacher has previously had in directing the activities of students; (2) the degree of competence the student teacher has exhibited in handling other matters; and (3) the nature of the subject matter being taught.

Transitioning to Full Responsibility

Cooperating teachers should plan for a gradual assumption of *all* classroom responsibilities by the student teacher. The list of experiences given below will serve as suggestions relative to activities in which student teachers may engage, particularly as readiness experiences for teaching. Student teachers may also engage in activities that will help them to get to know the academic abilities of the students in their classroom. This may involve data collection activities such as student interviews, anecdotal notes, and analysis of student work. This data gathering is most productive when conducted in consultation with the cooperating teacher, who may provide additional insights on the student(s).

When the cooperating teacher feels that the student is ready for full teaching responsibilities of one class, an initial instructional plan should be submitted at least 24 hours before the first day of teaching. This plan should provide an opportunity for assisting the student teacher as s/he develops a sense of the material to be taught, the methods that should be used to teach it, and the problems s/he may encounter while teaching it is not necessary for student teachers to submit instructional plans for every lesson taught after this initial plan is submitted.

Cooperating teachers are asked to remain in the classroom when the student teacher is beginning to direct classroom activities, but to gradually allow the student teacher to have a more autonomous teaching experience. When a student teacher has indicated growth in his or her ability and competence to direct the learning activities of one subject, s/he should assume the responsibility of teaching a second subject or class. However, the rate at which increased responsibilities are given to the student teacher should be specifically related to the growth and potential reflected by previous performance. **It is essential that the student teacher be given complete responsibility for the class without the presence of the supervising teacher as s/he progresses.** This is necessary to instill confidence in the student teacher while also developing classroom management skills. It is also essential that the cooperating teacher provide the student teacher with frequent half day and whole day teaching experiences. There is no experience comparable to several consecutive days of full-time teaching to give the student teacher the opportunity to learn how to manage the class and to plan for the next day's learning. Remember also that a minimum of two weeks of full-time responsibility for the classroom is required. Additional full time responsibility is highly recommended.

The Teacher Education Portfolio and Other Responsibilities

At the conclusion of the Education Semester all candidates for certification are expected to submit completed Teacher Education program portfolios to the Education Department. These portfolios are organized around Five Principles of Effective Instruction approved by the Education Department, and each candidate is expected to produce ten artifacts to document his or growth and development as a teacher. Many of these artifacts may be produced or augmented during the Education Semester. The Education Department strongly encourages student teachers and cooperating teachers to work together on this important project so as to ensure that our collective impact on the student teacher is properly documented and evaluated. The Teacher Education Portfolio is to be submitted as a requirement associated with Education 405.

Student teachers are also asked to participate in Exit Interviews at the conclusion of the Education Semester and to provide program and student teaching placement evaluations as well. These activities help ensure the continuous improvement of the Teacher Education Programs offered at Gettysburg College and enable the faculty to continue in its efforts to provide the very best preparation experience possible.

Cooperating Teacher Guidelines & Responsibilities

In order for a student teacher from Gettysburg College to be considered for placement in a particular classroom, certain guidelines must be met. The criteria for selection of cooperating teachers are in compliance with Chapter 354 Standards established by the General Assembly of the Commonwealth of Pennsylvania and enforced by the Pennsylvania Department of Education (PDE). Chapter 354 specifies certain baseline criteria for cooperating mentor teachers. Cooperating teachers must be trained by the preparation program faculty and have the following:

- Appropriate professional educator certification;
- At least three years of satisfactory, certificated teaching experience; and
- At least one year of certificated teaching experience in the school where the student teacher is placed.

In addition to these criteria, Gettysburg College specifies additional qualifications for cooperating teachers to ensure that each student teacher is placed with an effective mentor. In addition to the criteria described above, the specific criteria for Gettysburg College cooperating teachers include:

- The recommendation of the district superintendent, or other designated administrator, and the principal of the school building in which student teaching will occur;
and
- Acceptance of the position by the cooperating teacher. Each cooperating teacher must volunteer to serve in this capacity. No teacher should be pressured to accept a student teacher under any circumstances.

Teachers interested in serving as cooperating teachers may contact the chair of the Education Department to express interest, but these guidelines shall be enforced before a student teacher is placed with a particular cooperating teacher.

Key Responsibilities of the Cooperating Teacher

Orientation. All cooperating teachers are expected to attend a mandatory orientation session in *each semester* that s/he will serve as a cooperating teacher. The orientation session is designed to introduce new cooperating teachers to the culture of the Education Department

at the College, to welcome returning coops back to the department, and to build a sense of community connecting the Education Department to local school entities. The orientation also provides the department with an opportunity to share changes in PDE regulations or guidelines or in the department's curriculum with cooperating teachers, and it provides cooperating teachers with an opportunity to ask questions about the Teacher Education Program and the Education Semester. Typically a social hour follows the orientation, which gives coops an opportunity to spend time with student teachers and department faculty in a relaxed setting.

Conferencing. The college supervisor and cooperating teacher must confer on a regular basis concerning the observation and evaluation of the student teacher. Cooperating teachers are also encouraged to attend other campus activities related to student teaching. Each Education Semester concludes with capstone presentations, in which student teachers showcase their progress toward professional teaching and highlight ways in which they have supported student learning. Cooperating teachers are welcome to join the department at this important event and strongly encouraged to attend.

Evaluation. The cooperating teacher is expected to evaluate the student teacher's progress at least once a week during the Education Semester.

- Major competency reviews should be completed during the fifth, ninth, and final week of student teaching.
- **A conference with the student teacher must be held after each evaluation.** This is an opportunity to discuss improvement, or lack of it, in the teaching skill of candidates and a chance for student teachers to clarify expectations.
- Major review sheets (completed during the 5th and 9th weeks of student teaching, then again at the end of the Education Semester) must be submitted to the Education Department at the end of the student teaching experience. More information on these reviews is available in the section "Evaluation of Student Teacher Effectiveness," located in this handbook.
 - It is recommended that the student teacher and cooperating teacher each complete evaluation forms independently so that areas of difference can form the basis of discussion about the student teacher's progress.

- It is also recommended that cooperating teachers keep a notebook of suggestions made and issues discussed. Documentation of progress is thus assured and records are easily referenced.

The cooperating teacher will complete a student teacher recommendation on district letterhead and submit it to the Education Department at the completion of the student teaching experience. The college supervisor will assign a satisfactory (S) or an unsatisfactory (U) grade for student teaching. At the conclusion of the Education Semester, cooperating teachers and administrators are encouraged to provide feedback about the teacher certification program. These forms are shared with cooperating teachers by the college supervisor as the semester concludes.

Suggestions for the Cooperating Teacher

The most successful cooperating teachers are those that challenge student teachers to do the best work they can do, but also provide help and support for student teachers as well. Anyone who has ever completed student teaching knows that it can be an extraordinarily stressful experience, and, like any stressful experience, a balance between expertise and nurturance is required to make it fruitful. The Education Department expects cooperating teachers to provide student teachers with this balance of challenge and support. With that in mind, we recommend the following practices to cooperating teachers.

- **Encourage exploration and provide regular constructive feedback.** Each student teacher should be encouraged to develop his or her own style and personality as a teacher, to try new ideas and methods on a daily basis. The cooperating teacher must allow the student teacher to work with students in his or her own unique way and not simply expect the student teacher to imitate the cooperating teacher's style. While we recognize and value the expertise of cooperating teachers, research shows that attitudes and practices developed during student teaching influence future performance, and that student teachers who are given an opportunity to develop their skills go on to become more effective teachers.
- **Schedule time regularly to explore concerns, questions, and procedures.** Every student teacher begins the experience with lots of questions, and many of the day-to-day habits and expectations of teaching simply cannot be learned until full-time work in a school begins. Each school setting has its own culture and student teachers must learn to adjust to it in a very short amount of time. Please take the time to talk about expectations and

procedures regularly—daily, even—to ensure that your student teacher feels welcome in your school and can contribute in the fullest way to the school’s mission.

- **Be patient with your student teacher, and always focus on his or her growth.** As every good teacher knows, not all learners learn at the same pace or in the same way. Some student teachers are prepared to undertake the responsibilities of classroom teaching long before the Education Semester begins, while others struggle throughout the entire internship only to rapidly pull things together at the end. We encourage all student teachers and cooperating teachers to think of student teaching as a learning experience—one in which certain assumptions about teaching will be called into question, where ideas and activities that seemed to work with one group of students fail miserably with another, and where success may not be measured as easily as we would like for it to be. Most of all, try to remember that student teaching is the *beginning* of a process, as well as the end of one—it serves as the end of the induction experience but as only the start of a student teacher’s journey into effective professional practice.
- **Model the dispositions you want your student teacher to display.** Remember, as a cooperating teacher that you are the embodiment of the teaching profession to the student teacher you work with. In a certain sense, student teaching pulls back the curtain on schooling to reveal the inner workings of the school. Student teachers are deeply affected by this. It is not uncommon for cooperating teachers to undermine the goals of a teacher education program by speaking negatively about students, colleagues, or administrators, or about the teacher education program itself; it is also not uncommon for cooperating teachers to send a message, intended or not, that certain things are simply “not possible” in teaching. While some of these insights may be warranted, we want to encourage cooperating teachers to promote positive approaches to teaching and learning that further creative and powerful visions of teaching. This is not to suggest that teaching should be sugarcoated or that challenges should not be discussed. It is simply to suggest that student teaching serves as a critical induction into the profession, one that can, and often does, have a lasting impact on the student teacher’s commitment to, and understanding of, teaching. We believe that effective teachers are empathetic, authentically interested in student learning, are respectful of their colleagues and of students, and believe in their own ability to teach effectively. When these dispositions are shared by student teacher and coop alike, wonderful things can occur.
- **Be flexible, respectful, and understanding of the student teacher’s time and effort.** Pursuant to the previous point, it can be useful to remember that student teachers are not

employed by the school district; indeed, they are paying tuition to the College as they complete the process of learning to teach. Additionally, while many teacher education programs require a seminar to be taken on campus during the student teaching experience, ours is somewhat more rigorous than most. While we want to be sure that student teachers are held to the highest possible standards, we also hope to encourage cooperating teachers to be understanding of the great many demands placed on these students. The explosion of calls for accountability in education over the past several years is only now beginning to be felt in teacher education, and it promises to radically alter the way student teaching internships work. One likely outcome is that student teachers will be expected to do even more to prove their commitment to teaching. Smoothing that transition is very important to all of us in the Education Department at Gettysburg.

- **Be mindful of relationships.** The student teaching experience involves multiple people with varied roles to play in the education of the student teacher. At a minimum, at least four individuals are involved in the student teaching experience, leading to a web of different relationships: the cooperating teacher, the college supervisor, the faculty member teaching the student teaching seminar, and the student teacher himself or herself. Ideally the relationship between each individual is one of honesty and trust, but one that challenges each person as well. We encourage cooperating teachers to view their relationships with student teachers and representatives of the College as true partnerships marked by give-and-take and by mutual respect. At the same time, only the cooperating teacher has the opportunity to work one-on-one with a single teacher. Sometimes the bond between cooperating teacher and student teacher is a strong one, sometimes it isn't. In any case, cooperating teachers are encouraged to remember the *student* part of the student teacher's title—to recall that the first order of business is to teach, and that friendship, while extremely important, is secondary. Again, striking a balance between expertise and nurturance is crucial to establishing the right kind of professional relationship.
- **Communicate!** Finally, the importance of effective communication cannot be overstated. Be sure to ask your student teacher frequently if s/he has any questions about accepted rules, procedures, and practices, and never assume that a student teacher knows something about the workings of a school unless you have imparted that information personally. It is easy to forget, after working in a school for a number of years, that not all schools operate in the same way. Likewise, we strongly encourage cooperating

teachers to maintain close contact with the college supervisor and/or with other members of the faculty of the Education Department, especially the instructors of Education 405 and Education 476. Regular personal contact not only helps prevent potential problems from festering but can also provide valuable positive feedback about the growth and maturation of the student teacher.

In the end, no student teaching experience is a truly successful one without the help of an effective cooperating teacher. Any questions or concerns about the expectations for cooperating teachers should be directed to the college supervisor, the Director of Field Experiences, or the chair of the Education Department as soon as possible. The Education Department can always be reached by phone at 717.337.6550.

College Supervisors

Supervision and evaluation of student teachers is shared by the cooperating teacher and the college supervisor. The college supervisor will visit each student teacher assigned to him/her a minimum of eight times during the Education Semester to develop direct knowledge of the student's teaching and to aid in determining eligibility for the teaching certificate. The college supervisor will also award an S/U grade for the Education semester.

Observation visits to a student teacher's classroom ordinarily will cover one complete class period. Following each observation visit a conference will be held with the student teacher. During the visit, as convenient, the supervisor will also confer with the cooperating teacher. An observation form/written evaluation will be completed by the college supervisor at the conclusion of each visit, with one copy provided to the student teacher, another copy to the cooperating teacher, and a third copy held by the college supervisor and filed with the Education Department.

The quality of supervision received in student teaching is vital to the student teacher's success. Communication with supervisors on a regular basis will help to ensure that success. Both student teachers and cooperating teachers are strongly encouraged to maintain regular contact with the college supervisor throughout the entirety of the student teaching experience.

Evaluation of Student Teacher Effectiveness

Student teachers are expected to meet several expectations during the Education Semester.

Satisfactory Completion of Teacher Competencies

Prior to the issuance of a teaching certificate at the conclusion of the Education Semester, the student teacher shall display satisfactory performance on all appropriate PDE-approved teacher competencies. A minimum of three competency evaluations shall be done by the cooperating teacher and reviewed with the student teacher. The first two evaluations occur during the 5th and 9th weeks of full-time student teaching and the final review of competencies takes place at the end of the student teaching internship. The procedure for evaluating competencies during student teaching is as follows:

- The Student Teacher self-evaluates his or her performance using competency list.
- The Cooperating Teacher evaluates student teacher using another copy of the competency list.
- The Cooperating Teacher and Student Teacher compare evaluations and discuss performance rating.
- Results of the collaborative evaluation are recorded and shared with the College Supervisor.
- Final evaluations are conducted in the same manner and copies are submitted to the cooperating teacher, student teacher, and the supervisor.

Periodic Formal & Informal Evaluation

PDE Form 430 must be completed by the College Supervisor **two** times, midterm and final, during the student teaching experience. Each candidate for certification must achieve at least a satisfactory overall rating consisting of 4 points or higher in order to be recommended for an Instructional I certificate in Pennsylvania. An evaluation form (student teacher Weekly Observation/Evaluation Form) will be completed at the end of each week of student teaching by the Cooperating Teacher. This evaluation will be the basis for a conference between the Student Teacher and Cooperating Teacher to discuss the student's progress and to provide specific feedback. The Student Teacher, the Cooperating Teacher, and the College Supervisor should each receive a copy of this evaluation, which is to be submitted to the Education Department at the conclusion of the semester.

There is no limit on the number of times a Student Teacher may be observed, but one form must be completed each week to indicate the number of hours of observation completed by the Student Teacher, the number of hours taught by the Student Teacher, and the ending date of the week. This information is necessary for certification records. The total number of hours taught will be submitted to the Education Department at the end of the Education Semester. For the record, "hours taught" includes any time the Student Teacher has spent working with students.

Final Evaluation

Final evaluation of the student teacher will be in writing, utilizing the following three forms:

- Evaluation of Teacher Competencies. The competency-based form is the basis for determining the issuance of a Pennsylvania Department of Education certificate. In order to receive certification, the student teacher must achieve a satisfactory rating in all competencies.
- A recommendation letter is completed for each student teacher at the end of the experience by both the cooperating teacher and the college supervisor written on appropriate letterhead. Copies are forwarded to prospective employers upon request.
- Form PDE 430, completed by the College Supervisor.

The College Supervisor is charged with awarding a final grade for Student Teaching: S (Satisfactory) or U (Unsatisfactory). The instructor of record for Education 476 also must enter a grade of S or U for that course.

Other considerations

Should a student teacher not prove proficient, it may be necessary to limit his/her teaching activities and prolong the observation period. If a student teacher reveals a degree of incompetence, as judged by the Cooperating Teacher, the College Supervisor should be notified immediately.

- The student teaching period may be prolonged if competence is not demonstrated by the end of the regular student teaching period.
- The student teaching period may be terminated if sufficient progress is not demonstrated during the first six weeks of the student teaching assignment. Such a decision will be determined by the college supervisor in conjunction with the chair of the Education Department, the Cooperating Teacher, and the Student Teacher.

- It is recommended that Cooperating Teachers keep a notebook of observations and recommendations made. These notes may then be used as a basis for conferences with the student teacher and for completing the evaluation form.