TEACHER EDUCATION HANDBOOK
2012-13 Edition

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The Education Department wishes to thank Joe Miller (Sociology '13), the 2012-13 Hudson Education Associate, for his assistance in reorganizing this handbook and consolidating its contents with the Student Teaching Manual and the Field Experience Manual.
Preface

The purpose of this handbook is to provide information to students planning to complete 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.

Updated information and announcements can be found on the Education Department’s website, which can be accessed at http://www.gettysburg.edu/academics/education.

The information in this handbook was last updated in August 2012. This version of the Handbook supersedes all previous editions.
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.
Teacher Education at Gettysburg College

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 human relationships.

Principle Three: Assessment of Student Learning
The beginning teacher should have the ability to engage in assessment practice that is fair-minded, comprehensive, analytic, and authentic, and should be able to create learning environments that are conducive to the moral, social, and intellectual development of students.

Principle Four: Professional Dispositions and Professional Development
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: Instructional Adaptations for Diverse Learners
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, and they should actively work to integrate all students, regardless of their perceived abilities, into the teaching and learning process.

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 social, cultural, historical, and philosophical foundations of education.
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: Assessment of Student Learning**
A6: Assessment planning and practice.

**P4: Professional Dispositions and Professional Development**
A7: Management of student learning and the learning environment.
A8: Professional development.

**P5: Instructional Adaptations & Accommodations for Diverse Learners**
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.
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TEACHER EDUCATION PROGRAMS

GETTYSBURG COLLEGE EDUCATION DEPARTMENT
Teacher Education Handbook, p. 11
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 (K-12)
- Music education (K-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 209 (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 you with an early opportunity to see how a balance of theory and practice can help lay the groundwork for the development of effective classroom teaching of your own.

After completing this initial sequence of courses you will plan the remainder of your teacher preparation curriculum together with your Education Advisor. For most students, remaining coursework consists of content-specific methods courses designed to help you recognize the interdependence of pedagogical knowledge and subject matter knowledge in powerful teaching practice. Each certification program culminates in a two-course sequence completed during the Education Semester. The first of these courses, Education 476, is known colloquially as the Education Seminar. The second, Education 405, is a research course and seminar that provides you with 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.

Generally speaking, students are expected to complete the certification sequence in a “cohort” with other students who entered the College at the same time.
### RECOMMENDED COURSE OF STUDY

*For students enrolled in all Teacher Education Programs*

<table>
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<tr>
<th>Year</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>First (Freshman) Year</td>
<td>Education 209/201</td>
<td>Education 201/209</td>
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<tr>
<td>Second (Sophomore) Year</td>
<td>Education 299</td>
<td>Content-Area Methods I</td>
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<tr>
<td>Third (Junior) Year</td>
<td>Content-Area Methods II</td>
<td>Education 340</td>
</tr>
<tr>
<td>Fourth (Senior) Year</td>
<td>Education 405 and 476</td>
<td>Education Elective</td>
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<td></td>
<td>(Education Semester)</td>
<td>(not required)</td>
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### Your Education Advisor: Unlocking the Mysteries of Certification and the Minor

When you enter the Education Department (typically as a student in Education 209 or in Education 201) you will be assigned to a faculty member responsible for helping you coordinate your coursework into a coherent experience. Your advisor should be the first resource you turn to for questions you may have about certification, about your education minor, 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. We strongly recommend that you make contact with your Education Advisor as soon as practicable in your first semester in the teacher education program and that you maintain contact at least once a semester with your advisor thereafter. As you will soon discover, our doors are almost always open when we're around!

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.
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 and is 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, Social Sciences, Citizenship, English, Math, Physics, and General Science
   - Environmental Education, grades K-12
   - Foreign Language, grades K-12, in French, German, and Spanish
   - Music Education, grades K-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. Please 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) and relevant subject-area assessments (currently Praxis II exams), which vary by certificate area. Check with your Education Advisor for further details. You can also find more information on testing requirements by visiting this web address and clicking on “Tests”:

(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) during the first class you take in the Education Department. The clearance process takes approximately six weeks to complete and there is a cost associated with each required clearance. 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.

Finally, 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. 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 hours 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/](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, which generally occurs in the fall of the junior year. Only students who have demonstrated clear potential to become effective teachers will be granted admission to the Teacher Education program. Admission is granted by the Teacher Education Committee, which is comprised of the faculty of the Education Department and faculty representatives from other departments on campus. All applicants for admission should complete the Application for Admission to the Teacher Education Program, which is located in the appendix to this Handbook and also 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) at the time of admission; more information on PAPA can be found here: http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html
• 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.

Students seeking admission to any Teacher Education program must file the Application for Admission with the Education Department by October 15th a year in advance of the student teaching semester (during the junior year for most students).

There may be additional requirements for admission to individual certification programs; these requirements will be published on the department’s website and in the Application for Admission. More information can also be obtained from your Education Advisor.

* 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. Contact your Education Advisor for more information.
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:

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<th>Biology</th>
<th>Chemistry</th>
<th>General Science</th>
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<tr>
<td>Social Sciences</td>
<td>English</td>
<td>Environmental Education (K-12)</td>
</tr>
<tr>
<td>Physics</td>
<td>Mathematics</td>
<td>Social Science</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

A student planning to be certified as a secondary teacher must begin early in his/her college career to plan his/her program of studies, especially in Citizenship, Social Studies, and English. 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.

Additional Programs (K-12)
Music Education
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 Sunderman Conservatory, all candidates for certification (including candidates in Music Education) must take Education 201 (Educational Psychology), Education 299 (Language, Culture, and Immigration) 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.

Second Language Acquisition (Foreign Languages)
For students interested in teaching foreign language in schools, K-12 certification may be earned in German, French, or Spanish. The Education Semester should be scheduled in the fall semester of the senior year, or students may elect to pursue the Ninth Semester option depending on the requirements of the major department. All foreign language certification students must complete field experiences as described in section two of the Handbook under “Field Experiences.”

Environmental Education
Students may earn certification in Environmental Education. Students interested in the Environmental Education program should speak with an Education Advisor as soon as is practicable.
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. Completion of the Application for Admission to the Education Semester. The application must be submitted to the Education Department by October 15 of the year preceding the Ninth Semester.

2. Acceptance into the Teacher Education Program by the Teacher Education Committee. Students must meet all published requirements, including minimum GPA, as published in the College catalogue and described in this Handbook.

3. Successful completion of a major at Gettysburg College, completed 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.

4. 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.

5. 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.
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
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. Also, the College of Education at the University of Kentucky maintains a website that provides links to certification agencies in all fifty states. Gettysburg College is not affiliated with the website nor does it guarantee any of the information contained there, so search at your own risk. The address is http://www.uky.edu/Education/TEP/usacert.html.

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
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Mississippi
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Rhode Island
- South Carolina
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- 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.
Grievance and 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 will first approach any pertinent faculty member involved in the grievance. If satisfaction is not obtained at that level, the student should contact the chairperson of the Education Department and present all relevant facts. If a resolution cannot be made at the chairperson level, the student should take the grievance 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 done by the person to whom the complaint is to 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.

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. Since a student complaint may concern either academic or co-curricular areas, two procedures are provided. Any complaint related to academics shall be brought to the appropriate department chairperson, a college Harassment Liaison Officer, or, ultimately, to the President of the College.

Appeals regarding student teaching placement decisions should be made in writing to the Teacher Education Committee.

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.
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 209, carries a minimum of 15 hours of fieldwork.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
<th>Field Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1: Observation</td>
<td>Education 209</td>
<td>Set by instructor</td>
</tr>
<tr>
<td></td>
<td>Education 201</td>
<td>15</td>
</tr>
<tr>
<td>Stage 2: Exploration</td>
<td>Education 299</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Content-Area Methods I</td>
<td>15</td>
</tr>
<tr>
<td>Stage 3: Pre-Student Teaching</td>
<td>Content-Area Methods II</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Education 340</td>
<td>15</td>
</tr>
<tr>
<td>Stage 4: Student Teaching</td>
<td>Education 405 and Education 476</td>
<td>Minimum of 12 weeks of classroom teaching</td>
</tr>
</tbody>
</table>

As the chart shows, it is expected that all candidates for certification will complete a **minimum of 75 hours of fieldwork** before the Education Semester. Your individual hours 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.

Hours spent doing fieldwork must be documented on “Blue Cards” available in the Education Department office; these cards 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. Blue cards can be submitted to the department’s Administrative Assistant in Room 106 of Weidensall Hall.

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 and Expectations

Before entering any field experience it is important for students to consider a few important guidelines. Any time you leave campus to engage in fieldwork you represent the Education Department and Gettysburg College; for better or worse, students, school personnel and others with whom you may come into contact while visiting school sites or other educational settings will see you as the actual embodiment of the College and of our department. **It is crucial for all students engaging in fieldwork to represent the College in a professional manner.** Not only is this required by PDE’s field competency framework, but it is also what often makes the difference in our ability to maintain positive relationships with local schools.

What does it mean to represent the College in a professional way? Here are a few tips to consider:

1. **Always dress professionally.** This does not have to mean dressing up like you’re headed to prom; long skirts or neckties are not required, but clean, wrinkle-free clothing is always appropriate and personal grooming is expected. Shirts tucked in and properly buttoned, pants or skirts ironed and of appropriate length—this is an expectation of most school personnel (even if practicing teachers do not always follow these guidelines themselves). Remember that you’re considered a potential teacher while in schools. Try to look the part. Leave the college clothes on campus.

2. **Make all your appointments in advance and don’t be late!** You should never show up at a teacher’s classroom unannounced. While there may be occasions where visiting the school is necessary to make initial contact with a coop, such visits are highly discouraged and should only be undertaken upon the advice of a field supervisor or other faculty member. If you say you are planning to visit on a certain day and at a certain time, make it happen.

3. **Check your spelling and punctuation on all correspondence.** Again, make sure you’re representing the College well. Misspellings and poor composition of written correspondence don’t reflect well on your aptitude for teaching. Before you send an email to a teacher run spell check, then ask your roommate to read it too if you have to.

4. **Be very respectful of your coop’s classroom and his or her students.** Show up on time, stay the whole time, and do your best to ask good, but respectful, questions while you’re visiting classroom settings. Assume that your cooperating teacher wants what’s best for his or her students. Talk to students when you can, but never while a teacher is teaching—unless you’ve been asked to do that.

5. **Get involved.** Most cooperating teachers—even those you visit in the “Observation” stage of fieldwork—expect you to at least offer to work with students. If you get a chance to teach, take it. Even if you crash and burn (it happens!) you’ll still gain valuable experience that is irreplaceable.
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](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](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, MySpace, Twitter, 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.
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 an 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 can be completed during the senior year at Gettysburg College or 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. It is recommended that student teachers eliminate any additional extra-curricular and/or work responsibilities during this time. The two courses taken during the Education Semester are:

**Education 476.** Education 476 is evaluated on a Satisfactory/Unsatisfactory (S/U) basis; Education 405 is graded. Student teachers are assigned to a cooperating teacher the semester prior to student teaching by the Director of Field Experiences. Student teachers have one student teaching assignment; those seeking certification in music education, or seeking dual certification 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 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 design and implement an action research project in their classroom 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**

In case of illness, the cooperating teacher and college supervisor must be notified before the beginning of the school day. Supervisors must be notified between 8:30 and 9:00 a.m. by calling the Education Office at 717.337.6557. 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.

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 about one-third of the annual tuition rate (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. **Completion of the Application for Admission to the Education Semester.** The application must be submitted to the Education Department by October 15 of the year preceding the Ninth Semester.

2. **Acceptance into the Teacher Education Program by the Teacher Education Committee.** Students must meet all published requirements, including minimum GPA, as published in the College catalogue and described in this Handbook.

3. **Successful completion of a major at Gettysburg College, completed 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.

4. **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.
5. **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.

**Use of Student Teachers as Substitute Teachers**

According to PDE, “A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since student teachers normally do not hold a valid certificate, their assignment as substitute teacher violates the school code. Those teacher educators involved with student teachers should advise student teachers to avoid substitute teacher assignments, as they may find themselves in legal jeopardy.” While student teachers may still be permitted to teach when the cooperating teacher is absent, a qualified substitute teacher must remain in the classroom with the teacher at all times.
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 supervising 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, attendance records, 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 supervising teacher.
• Perform miscellaneous professional duties assigned by the supervising 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 teacher 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, 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 competed 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 476. Failure to submit a complete portfolio may result in an unsatisfactory grade in Education 476, which may delay the issuance of a teaching certificate or prevent one from being issued altogether.

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;
- The recommendation of the chair of the Education Department at Gettysburg College; 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 returningoops 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. At the end of the student teaching assignment, or at any other time, as needed, a three-way conference will be held with the student teacher, cooperating teacher, and college supervisor regarding attainment of all required competencies. 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 fourth, eighth, 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 4th and 8th 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 form and submit it to the Education Department at the completion of the student teaching experience. The college supervisor, in concert with the cooperating teacher, 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 six 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 student teaching 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 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. A written evaluation of the student teacher’s work during the observation visit will also be written by the college supervisor and placed in the student teacher’s placement file.

The quality of supervision received in student teacher 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 4th and 8th 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 three times 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 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.

- **Recommendation Form.** A recommendation form is completed for each student teacher at the end of the experience by both the cooperating teacher and the college supervisor. 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.