

Student Handbook
M.S.Ed. Degree Program in
PreK-Grade 4 /Middle Level Education

2013-2014

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I. Introduction

The master's degree program in elementary/middle level education at the Graduate School of Education of the University of Pennsylvania prepares teachers to be engaged, reflective, critical, and collaborative members of their school communities. Field experiences at a variety of schools are central to learning how to teach and are closely connected to University coursework. Located in West Philadelphia, Penn's elementary/middle level teacher education programs emphasize urban issues and the teaching of diverse populations of students. Student teachers are placed by the program coordinator in small learning clusters in which student teachers together learn, through close observation and practice, the joys and challenges of teaching in Philadelphia's vibrant and dynamic urban schools.

Student teachers in Penn's elementary/middle level education program have many teachers who play critical roles in their education. This Handbook is designed for all members of this education community who work collaboratively to provide an experience that leads student teachers to be life-long learners and researchers of their own practice. The Handbook is addressed to the students themselves, the classroom teachers they work with (their Classroom Mentors) and the mentors from the University who supervise and act as a liaison between both sites (the Penn Mentors.) The intent of this Handbook is to provide answers to basic questions about the program. In addition, we hope to introduce all participants to the philosophical underpinnings and the underlying set of beliefs of the program. In this program, students do not simply learn the latest methods in teaching in order to obtain a credential. Instead, we work each year to create a community of learners that includes University faculty, Classroom Mentors, Penn Mentors, and the student teachers themselves. Our hope is that student teachers become teachers who are excited to begin the work of learning to teach, and that they carry with them the knowledge, confidence, and ways of thinking and teaching that will allow them to act as leaders and reformers in their school settings.

CROSSCUTTING COMMITMENTS OF THE PROGRAM

There are several aspects of teaching and learning that are woven throughout the elementary teacher education program. Each of these strands is briefly described below.

A. Inquiry

Inquiry is a central stance of the program. Student teachers will learn to view inquiry and teacher research as critical components of their work. In the summer, student teachers will engage in a school community ethnography. Inquiry questions will guide much of the coursework and the conversations* that take place in schools with Penn Mentors and Classroom Mentors and shape the final portfolio that takes the place of comprehensive exams.

* Referred to hereafter as site meetings.

B. Social Justice / Urban Focus

Located in urban West Philadelphia, Penn's elementary/middle level teacher education programs address issues of social justice and equity as a part of the University's commitment to our community. While we don't expect all of our graduates to seek teaching positions in urban public schools, we prepare students to be social activists who are learning to teach against the grain. Thus, it is our commitment to introduce student teachers to ways of thinking about teaching as much as to teaching methods or activities.

C. Meeting Diverse Needs

i. Teaching Diverse Learners

Teachers need to be ready to teach a variety of students within their classes. Because of our commitment to this goal, we have significantly increased the amount of time devoted to learning about, and learning how to teach, youngsters who learn differently (“special ed”) and those whose first language is not English (English Language Learners). We introduced a new core course, Teaching Diverse Learners, two years ago and we continue to refine and enhance this critical learning experience. Teaching Diverse Learners takes place in all three terms in the programs.

ii. Integration of Curriculum and of Arts

Although our methods courses deal primarily with the four major disciplines of the elementary and middle level curricula (literacy, mathematics, science, and social studies), we believe in educating the whole child. We will illustrate many opportunities to cross curricular boundaries and to integrate a variety of arts into the daily classroom program. These illustrations will occur in regular courses, as well as in separate sessions known as “Special Topics.” We believe that arts are important to all students and are the very best way to reach many children.

iii. Teaching and Learning with Technology

Information and communications technologies represent important tools for both teacher productivity and student learning. Topics of technology integration, as well as hands-on practice with a range of tools will be woven throughout the coursework. The goals for technology in this program include helping students to: explore new technologies, be comfortable with educational technologies, develop a critical eye for evaluating the potential of new tools to support learning, and practice the integration of these tools within their own classroom and professional practice. Again, these themes will emerge in regular coursework as well as in “Special Topic” sessions. Use of technology is another way to engage some groups of students.

The program coordinator, NancyLee Bergey, will provide you with a web-based calendar early in the summer term so that you can plan ahead of time on attending these required sessions.

D. The Cohort Model

We believe that teachers who belong to communities of practice learn from one another and continue to question and improve their practice. Our students belong to a variety of groups: their school team, those in their individual classes, and the elementary cohort (all grade PreK-4 students) and the middle level cohort (grades 4-8). Each of these provides opportunities for students to learn from each other as well as from more seasoned educators (faculty, Penn Mentors, and Classroom Mentors) and to support each other through this intense program. We’ve combined the PreK-4 and middle level cohorts because we believe that middle level teachers need to understand and build on the learning that takes place in the earlier years and grades. This makes for a richer, more nuanced understanding of young people’s development while focusing on content-specific teaching methods. In the spring, middle level student teachers will take a required advanced teaching methods course in their content areas.

II. Program Components

Because students enter as a cohort in mid-summer and end together during the next spring or summer, the teacher education faculty has been able to create a series of courses and other experiences that build on each other from term to term, connect in their content within terms, and incorporate fieldwork in a meaningful way.

The master's year is divided into five terms of unequal length—a summer term, two terms in the fall, and two terms in the spring. Each term has a particular focus and one main assignment that cuts across courses (shown graphically on the following pages followed by more detailed explanation).

In Term I, beginning in early July, the focus is on *children and neighborhoods*. The integrative assignment is to work in teams to study the neighborhood where you will be student teaching.

In Term II, as students begin their work in classrooms, the emphasis shifts to *learners & learning*. Students complete a child study, looking at a single child through a variety of disciplinary lenses.

In Term III, beginning in mid-October, the focus moves to *pedagogy*. Students carry out an *inquiry into practice*, planning a series of lessons and reflecting on data from their implementation.

In Term IV, after the winter holidays, the focus is on *classroom practice and curriculum*. Students will reflect on their classroom practice and design a curriculum that they will teach in Term V.

Term V is centered on praxis—a term meaning the unity of reflection and practice. Each student completes a master's portfolio, drawing together journal entries, student work, lesson plans, and other artifacts to support an analytic essay that represents and analyzes the experiences during the program year.

(More detailed descriptions are found in Appendix A. Complete descriptions will be distributed in the appropriate term.)

Curriculum Grid of the Urban Focused Master’s Program in PreK-Grade 4 Education Program

2013-2014

Term/focus	Term I <i>Children and Neighborhoods</i>	Term II <i>Learners & Learning</i>	Term III <i>Pedagogy</i>	Term IV <i>Curriculum</i>	Term V <i>Praxis</i>
Courses:	Field Seminar: School & Society	Field Seminar: Learners & Learning	Field Seminar: Pedagogy	Field Seminar: Classroom Practice and Curriculum	Field Seminar: Praxis
	Child Development	Child Devel. (cont.)			
	Literature of the Child & Adolescent	Literacy	Literacy (cont.)		
		Mathematics	Mathematics (cont.)		
		Science	Science (cont.)		
		Social Studies	Social Studies(cont.)		
		TDL modules	TDL (cont.)	TDL (cont.)	
Special topics	Technology Reporting abuse Introduction to TDL	Visual Arts Technology Human Sexuality (ELL Modules of TDL)	Technology (ELL Modules of TDL)	Music /Movement/ Drama (ELL Modules of TDL) Technology	
Fieldwork	Studying neighborhood of your school (includes volunteering for 36 hours at a “kids site”)	2 days in classroom / emphasis on observing and working 1:1.	2 days in classroom / emphasis on working with small groups	4 days in classroom /emphasis on whole class instruction. Two full weeks. More limited during PSAA testing (Some days for cross- visits)	5 days in classroom (including 2 weeks of full- responsibility student teaching)
Integrative Assignment	Trying out developmental theories, Conducting a neighborhood study.	Child study	Inquiry into Practice	Curriculum design	Master’s portfolio
	SUMMER	FALL		SPRING	

M.S.Ed. Middle Level Program, Program Structure
(Grades 4-8 in content areas: Literacy, Mathematics, Social Studies, Science)

Term	<u>Term I</u>	<u>Term II</u>	<u>Term III</u>	<u>Term IV</u>	<u>Term V</u>
<i>Focus of inquiry</i>	<i>Neighborhoods & Schools</i>	<i>Learners & Learning</i>	<i>Pedagogy</i>	<i>Curriculum</i>	<i>Praxis</i>
Courses	Field Seminar: School & Society Child Development: Birth – Grade 2 Literature for Children & Adolescents	Field Seminar: Learners & Learning Literacy Methods Mathematics Methods Science Methods Social Studies Methods Child Development: Grades 2-8 Teaching Diverse Learners	Field Seminar: Pedagogy Literacy Mth. (cont.) Mathematics Mth. (cont.) Science Mth. (cont.) Social Studies Methods (cont.) Teaching Diverse Learners (contd.)	Adv. Field Seminar: Curriculum Adv. Methods Course (content specific) Teaching Diverse Learners	Adv. Field Seminar: Praxis Adv. Methods Course (content specific) contd. Teaching Diverse Learners (contd.)
Fieldwork	PreK-grade 2 community-based field placement	2 days in gr. 4-6 classroom / emphasis on observing and working 1:1.	2 days in grade 4-6 classroom / emphasis on working with small groups	4 days in grade 7-8 classroom / emphasis on whole class instruction	5 days in grade 7-8 classroom (including 2 weeks of full-responsibility student teaching) plus 1 period/day in content middle level classroom
Dimensions of teaching (special topics)	Summer Seminar: What is learned in play? Technology	Visual arts Storytelling & reading aloud	Health & human Sexuality Technology	Music & drama Technology	Technology
Program assignments	Neighborhood study of your school and community/	Child study/ Rationale for a social studies curriculum based on your findings.	Inquiry into practice	Curriculum design	Master's portfolio (<i>in lieu of thesis or comprehensive examination</i>) End of term PDE student teaching evaluation

| SUMMER |

| FALL |

| SPRING |

A. Who's Who in Teacher Education

In the school:

Each student teacher works with a Classroom Mentor (cooperating teacher) in an elementary/middle level classroom and is supported by a Penn Mentor (field supervisor) who works with a group of student teachers at the school site. Together, these two mentors oversee and guide the student teacher's classroom learning. The group of students and their Classroom Mentors who share a Penn Mentor are referred to as the site team.

(Detailed descriptions of these roles are found in section IV)

At Penn:

There is another team of people who work to support the development of new teachers.

Administrative Assistant (Pat Friess) PFriess@gse.upenn.edu

Pat makes sure that all paperwork, letters, lists, spreadsheets and databases of all of our activities are kept up to date and organized. One of your first tasks at GSE will be to give Pat your clearances to copy. But this is only the first of many visits you will make to her.

Program Manager of Teacher Education (Maureen Cotterill) Maureenc@gse.upenn.edu

Maureen is probably the first person you got to know at GSE as she is our primary admissions person in Teacher Education. As you have learned she is caring, warm, and thorough. She has enormous knowledge of how things work at GSE, and at Penn and will help you all along the way. And just as she ushered you in, when the time comes she will help you prepare your certification materials.

Elementary Education Coordinator (NancyLee Bergey) NancyLee@gse.upenn.edu

NancyLee organizes guest speakers, makes school placements, holds meeting with Penn Mentors and with faculty, and generally tries to keep the program cohesive and moving forward. NancyLee also teaches several courses in the program.

Faculty

You will work with at least 9 instructors in the course of your program, addition to a number of outside experts who lead what we call "special topics."

Director of Teacher Education (Frances Rust) franrust@gse.upenn.edu

The director oversees TEP elementary and secondary programs. The Director teaches doctoral students as well as master's students. Additional responsibilities include chairing or serving on doctoral dissertation committees, representing TEP on faculty committees, and research.

(For more information about who to contact with any of a variety of questions see Appendix C, "Who Ya Gonna Call?")

B. University courses

The master's degree program in teacher education requires students to take 11 course units (12 middle level) through a structured sequence of courses and fieldwork experiences. The courses are designed to integrate closely with the fieldwork. Beginning in July of the program year, students take two and one half courses plus "special topics" in the summer. The program is designed so that students take a full load of coursework and fieldwork in the following fall and spring.

During each term students will have one primary assignment that cuts across courses, along with smaller, additional assignments given by individual course instructors. The two courses whose workload is not included in the integrative assignments (because they are open to non-teacher education students) are Child Development and Literature for Children & Adolescent. A brief summary of the integrative assignment for each term appears on page 4, with an expanded version in Appendix A. A more detailed explanation of each assignment will be given during the term in which it is assigned.

(See Appendix D for details on incompletes, required GPA, grade inflation, academic integrity)

C. Fieldwork

The field experience is a central experience for students in the teacher education program. Many of the activities and assignments in University classes draw from and build upon the experiences students have in their classroom placements. Classroom Mentors and Penn Mentors play a significant role in educating student teachers in the art and craft of teaching.

The field experience ties together theory and practice, allowing prospective teachers to see research-based theories enacted in classroom practice, and bringing theories generated by classroom teachers to university classrooms.

i. Placements

Student teachers learn about their fall student teaching placement in July, before the school year begins. During the summer, students are placed at a “KidsSite”, usually a recreation program, library, or “Freedom School” where the student can interact with children, parents, and other adults from the community in which he or she will teach in the fall. Students are expected to volunteer for 36 hours at this site, but to spend significantly more time in the neighborhood to complete the requirements of summer coursework.

During the fall, all students spend two days a week in their school placements. In many placements there will be two students assigned to one Classroom Mentor. This will allow collaboration around practice and lesson study. In cases where there is only one student in the classroom an effort will be made to have a partner in the same school at a similar grade level.

During the winter (early spring term), students spend four days per week in the classroom and one day at Penn. Some of the January to mid-February half days will be devoted to visiting the classrooms of cohort members who are in a different type of school. Unfortunately, standardized testing takes up significant time in the later part of the spring semester. We do not want our students to be in the schools during the standardized testing, so mornings during testing will be spent at Penn or working on the major assignments, the Curriculum Unit and Master’s Portfolio. Students will be in schools in the afternoons and all day on Friday. Once testing is over students will spend five days per week in their classrooms.

All students should plan to arrive at school when their Classroom Mentor arrives and stay through the end of the day including working in the classroom after school with the teacher, attending faculty meetings, parent conferences, back to school night, and other events whenever possible. We make every attempt to place students in classrooms that are appropriate for them and that will promote their growth as teachers. In the event that problems with the field placement arise, student teachers should address their concerns with their Penn Mentor.

ii. School Site Meetings/Field Experience Seminar

Student teachers, Penn Mentors and mentoring teachers participate in weekly school site meetings. These occur either during the school day, or immediately prior to or after school. These meetings are designed to support the University coursework and the student teacher's work in the classroom. As a seminar that supports and bridges the University coursework and the field, these meetings combine teacher research discussions and discussion about specific issues that arise in the classroom. The school team (student teachers, Classroom Mentors and Penn Mentors) is responsible for establishing the agenda for each meeting, with attention to topics mandated by the University. While the agenda will allow significant time for all participants to address specific topics that concern them, it will also include other issues related to teaching and learning, curriculum, and assessment. The agenda will follow both students' interests and a set of predetermined, monthly topics that coincide with the coursework. Attendance at each of these meetings is required.

iii. Pre-arranged lessons ("Observations")

While Penn Mentors observe student teachers and interact with them informally on a regular basis, each student teacher will have pre-arranged lessons 2 times in the fall and 3 times in the spring. Pre-arranged observations are planned between the student, the Classroom mentor, and the Penn mentor and provide an opportunity for the Penn Mentor to observe the student in an instructional setting with a small or large group of students. Students prepare written lesson plans for each lesson and submit them to the Classroom Mentor, and then to the Penn Mentor, with enough time in advance so that both Mentors can give feedback on the plans (should they decide that they would like to do so) and the student has a chance to revise. Following the lesson, the Penn Mentor meets with the student to provide feedback and to support the student's ongoing inquiry into his/her teaching (see Pre-arranged Lesson Form, Appendix I).

**Please note that the cycle of dialogue between the student and Penn Mentor described above is one of the richest opportunities for learning of the master's program, and students should take care to not cut this cycle short by turning in lesson plans late or not making appointments with their Penn Mentor*

D. Specifics of Fall Fieldwork

Throughout the fall semester, student teachers spend two days each week in their field placements. As the description below suggests, the roles and activities of the student teachers change as the semester progresses. In general, they progress from observing and working one-on-one with students to working with small groups.

i. Entering the Site for Student Teachers

Student teachers begin work in their field placements on the first day after meeting their Classroom Mentor that teachers are expected to be at school, well before the first day of school for students. This is an important time for student teachers and Classroom Mentors to get to know one another and for the student teacher to learn about the school site. Student teachers should spend at least two full days in their assigned classrooms preparing for the school year alongside their Classroom Mentor. During this preparation time, student teachers should attend teacher meetings held at the school in order to acquaint themselves with the school, its culture, and its faculty. Most importantly, it is a time to get to know and build rapport with your Classroom Mentor.

During this initial period, the student teacher should become acquainted with the services, facilities, and programs of the school and the school system. Classroom mentors should assist student teachers, facilitating opportunities to:

- a) Meet other staff members, including teachers, administrators, specialists, librarians, secretaries, and custodians.
- b) Tour the school.
- c) Review curriculum guides, teacher's manuals, and testing schedules.
- d) Become familiar with materials available in the classroom, the school library, and other resource areas.
- e) Review school handbooks, parent guides, and other school literature.
- f) Attend faculty meetings.

ii. Keeping a Student Teaching Journal

Student teachers keep a *year-long* journal in which they record observations, questions, and reflections related to their fieldwork. Students write in the journals at least once per week. Penn Mentors, and those Classroom Mentors who desire to participate, respond to student's journal entries, creating two- or three-way dialogues. This journal should be seen as an opportunity for analyzing and asking questions about what occurs in the classroom. While occasionally listing the events of the day may be useful, it is generally more useful to focus on a single salient event and its meanings and implications.

Journals often include:

- a) classroom observations;
- b) questions and comments about classroom practice, theoretical issues, and readings;
- c) collection of data for teacher inquiry projects;
- d) reflections on comments, questions, or observations from previous journals;
- e) discussion of teaching philosophies, assumptions, commitments;
- f) analysis of teaching practice
- g) reminders, instructions, or schedules
- h) envisioning future teaching practices

As tools of teacher research, journals help students engage in reflection and inquiry by helping them:

- a) Chronicle and sort out what is taking place in their classrooms.
- b) Learn about the Classroom Mentor's procedures, management strategies, and organizational patterns.
- c) Think through the ways their Classroom Mentors organize and use time and space.
- d) Think through the Classroom Mentor's planning and decision-making responsibilities.
- e) Gain distance on the day-to-day activities of the classroom.
- f) Consider the assumptions underlying common practices.
- g) Raise questions about the means-ends relationships of classroom practices and school structures.

While we will not limit what you include in your journal, it is important to be sure to include any specific information or reflection requested by your Penn Mentor (or Classroom Mentor). Penn Mentors' and Classroom Mentors' responses to journals provide students with new perspectives on their observations as well as tentative explanations for them. They also provide additional information, articulate the reasons for particular actions and decisions, raise and consider their own questions, model or suggest ways students might reflect on their own practice, and point out classroom evidence that might help address questions students raise. The journals stand as a record of the year's written reflections and exchanges of students and Penn Mentors (and

Classroom Mentors) that will provide insights for all participants. Journal entries are often used as artifacts or evidence in the final portfolio assignment. While the student can keep the field journal in any manner that suits the students, most exchanges with the Penn Mentor take the form of reflection on a specific moment or activity in the classroom, including why the student finds it important, questions the student may have, and any conclusions the student can draw. Journal exchanges most typically occur by e-mail.

iii. Welcoming the Student Teacher

The Classroom Mentor should think of ways to make student teachers feel comfortable and welcome in the school and classroom and invite them to participate in as many beginning-of-the-year activities as possible. In addition to working with the student teacher to plan the new curriculum, Classroom Mentors might provide student teachers with a number of tasks such as setting up and decorating the classroom and preparing materials. Classroom Mentors should also assist the student teacher in familiarizing her/himself with the school and its faculty. Some of the ways Classroom Mentors in the past have welcomed student teachers into the classroom include:

- a) Putting the student teacher's name on the door along with the Classroom Mentor's name.
- b) Providing a desk or work area for the student teacher.
- c) Providing the student teacher with extra copies (when available) of teacher's manuals and curriculum guides.
- d) Involving the student teacher in as many beginning-of-the-year meetings and planning sessions as possible.
- e) Introducing the student teacher to other faculty and staff members and showing him/her around the school.
- f) Inviting the student teacher to join in faculty and lunchroom informal gatherings.

Once the school year begins, Classroom Mentors can help student teachers get to know the children and be seen as an integral part of the classroom by:

- a) Providing time for each child to talk or work alone with the student teacher.
- b) Arranging for children to plan and conduct a school tour for the student teacher.
- c) Referring to the student teacher as another "teacher" in the classroom.

It is essential that Classroom Mentors and student teachers meet at least once a week to share observations, review lessons, and engage in long-range planning. Although these meetings may initially be brief, they are critical in helping the student teacher develop a broad view of the classroom and the Classroom Mentors' goals.

iv. Beginning Fieldwork

During the first weeks of the school year, the student teacher's primary role is to observe and record observations and anecdotal comments in a journal and work one-on-one with students. The student teacher should not only watch the Classroom Mentor, but should pay close attention to the students in order to develop a deep understanding of how they think, learn, and experience school activities.

During this initial observation period, we recommend that student teachers participate in classroom activities in a variety of ways. The following activities have been particularly successful for new student teachers:

- a) Assisting individual students with assignments;
- b) Conferring with students about their writing;

- c) Helping individual children choose books;
- d) Listening to individual children read or reading aloud to a small group of children;
- e) Responding to children's journals;
- f) Preparing duplicated materials, games, or other instructional materials;
- g) Supervising a small group activity during choice time;
- h) Working with children on the computer;
- i) Teaching a game, rhyme, or poem to a group;
- j) Sharing information about her/himself with the a group of students;
- k) Demonstrating or displaying to the children some special skill or interesting artifact related to the curriculum;
- l) Working with small groups of children during projects or choices.

The goal for the first several weeks is for the student teacher to obtain a balance between observation and participation. On the one hand, it is important that the student teacher have enough time to observe individual children and groups of children as well as the way the Classroom Mentor plans, makes decisions, handles problems, manages the classroom, sets up expectations, establishes limits, interacts with children, and assesses them. On the other hand, each student teacher needs enough time to participate actively with children, make some decisions, take responsibility for planning some activities or events, and generally become an insider in the classroom.

The appropriate balance of participation and observation will vary for individual student teachers, depending as much on previous experience and personality as on the match of the student teacher, Classroom Mentor, and Penn Mentor; the composition of the particular group of children; and the Classroom Mentor's instructional and social goals for the first month of school. Student teachers and Classroom Mentors should talk with one another and with their Penn Mentors as much as possible in order to find an appropriate balance for their particular situation.

In addition, the integrated assignment that students complete during this early period requires that they select one child to observe and study from a variety of points of view. The student will write a descriptive review of the child. He or she will also perform a variety of formal and informal assessments of the child associated with each of the methods courses, math, literacy, science, and social studies. Children are referred to by pseudonyms in the paper the student writes. It is inappropriate for the student teacher to share the results of these assessments with parents. The assessments are done in the service of the learning of the student teacher, rather than being diagnostic. Classroom Mentors need to be aware of this assignment, and help to facilitate the student taking a child aside for various conversations and assessments.

v. Open Communication (Generally: At least 1 hour sit-down time with Classroom Mentor)

Part of the learning that typically happens during student teaching is about learning to tactfully say difficult things to colleagues and superiors—an important skill for any professional. While it is essential that all participants communicate openly about their concerns and expectations throughout the year, this is particularly true during the initial fieldwork period. Many potential problems can be avoided if, early on, participants make a commitment to be honest, open to critique or feedback, and tolerant. Open communication is also critical for learning about teaching. Because so much of the work of teaching takes place inside the teacher's head, we encourage student teachers to ask Classroom Mentors about their pedagogical and curricular decisions and Classroom Mentors to openly share their intentions for, expectations of, and reflections on the activities they implement in the classroom. For these reasons we offer as a rule of thumb that student teachers and Classroom Mentors should find at least one hour during the

week—either before school, after school, or during a few lunch periods—when they can sit down together to discuss their work.

The Penn Mentor plays a critical role in facilitating the kind of open communication and inquiry that supports the student teacher’s learning and is considerate of the Classroom Mentor. See Appendix E for examples of helpful questions that student teachers, Classroom Mentors, and Penn Mentors might ask of one another.

vi. Continuing Fieldwork

As the semester progresses, student teachers will be ready to assume responsibilities for planning and carrying out activities or lessons with individual children and small groups, particularly in the areas of reading, writing, mathematics, science, and social studies. In addition, student teachers will be responsible for completing specific assignments for their University courses in these content areas that involve activities in the classroom. Student teachers should schedule all activities with their Classroom Mentors in advance.

vii. Planning and Teaching Lessons:

After the first 3 or 4 weeks of school, student teachers should begin to design and carry out **at least one planned lesson each day** that he or she is in the classroom. While student teachers will have some lessons that they are required to complete for their courses (adapting these to meet the needs of their classroom program) these assignments should not be considered the only times when student teachers should lead lessons. Lessons might involve an individual child, a small group of students, or the whole class. We strongly recommend that student teachers plan lessons that extend over the two-day fieldwork period so that they can learn how to assess and reflect on the lesson, make revisions, and follow up on the ideas in the initial lesson. These lessons might involve taking responsibility for a reading, writing, or math group each time they are in the classroom. Taking on this responsibility provides student teachers with both short- and long-range planning and allows student teachers to see individual variation as well as growth in the group and development in particular curriculum areas.

Student teachers should prepare lessons in advance, in consultation with their Classroom Mentors and/or Penn Mentor. It is the student teacher’s responsibility to make arrangements to confer with the Classroom Mentor and Penn Mentor about the lesson planning. Penn faculty members do not require that our full Decisions of Lesson Design and Lesson Plan Template (Appendix H) be used for the early lessons. We will provide a simplified format for early lessons.

viii. Lesson planning guidelines for integrative assignments:

Through University coursework, student teachers will be introduced to a set of guidelines for thinking about, planning, and teaching lessons. For these lessons students will be expected to follow the Core Decisions of Lesson Design and Lesson Plan Template provided in Appendix H. Although these guidelines may be viewed as a lesson plan format, we also intend them to be used as a structure for thinking about the key components of planning a lesson. We know from experience that these components are central to the planning done by experienced teachers, even when they do not write down their plans.

ix. Lesson guidelines re: those given to Penn Mentors & Classroom Mentors planning

As mentioned, during Term III students will be asked to use our preferred lesson plan template (See appendix H) for lesson plans. We realize, nonetheless, that there is a wide variety of lesson plan formats in schools. For this reason, we expect that each Penn Mentor and Classroom Mentor will establish expectations for lesson plans with her/his particular student teachers for all lessons outside of the Term III & V assigned lessons. They may use the format provided in Appendix H,

or not, as they choose. At a minimum, all student teachers are required to write and submit to their Penn Mentor complete lesson plans for those lessons during which the Penn Mentor will conduct pre-arranged observations. (See description of pre-arranged observations, page 7, and Pre-arranged Lesson Form, Appendix H.)

Regarding our expectation for lesson plans given to Classroom Mentors, because Classroom Mentors vary widely on how frequently they want lesson plans as well as format or degree of detail that they would like to receive, we ask that Classroom Mentors specify this to the student teacher early in their relationship. Even though we leave this open-ended, we ask that Classroom Mentors do not. **It is vital for the student teacher/Classroom Mentor relationship that student teachers be clear on when the lesson plans are expected from their Classroom Mentors and the format that they wish to receive.**

x. School district policy that student teachers may not serve as substitutes

The coordinator of student teaching in the School District of Philadelphia has told us unequivocally that student teachers may not act as substitute teachers. If your Classroom Mentor or your principal asks you to serve as a substitute please tell them that they should call the Program Coordinator, NancyLee Bergey at (215) 573-4026. (She will say no.)

xi. When there is a substitute teacher

We ask that the student teacher, Classroom Mentor and Penn Mentor work together to make sure that each student teacher has a plan for another classroom in the school where the student can visit on days when there is a substitute teacher.

We know that, because of the shortage of substitute teachers, there is understandable pressure for student teachers to serve as substitute teachers. That said, we have found that it is not often a positive experience for a student teacher to teach alongside a substitute teacher for the day, and sometimes it can be a traumatic one. While sometimes student teachers rise to the occasion and do fine, there are a number of other possible scenarios that are less ideal:

- 1) The substitute runs room with rules that don't fit the norm & students look at the student teacher and wonder why s/he's allowing it;
- 2) The substitute turns responsibilities over to student teacher that s/he isn't ready to handle, and the student teacher muddles through but falls back on drill sergeant techniques that set a bad precedent, getting the student teacher off on the wrong foot.
- 3) The principal thinks that "it will be good experience" for the student teacher to take over the room by themselves so they don't bother to even get a substitute teacher. The student teacher doesn't have plans and must assume leadership for which (s)he is not ready.

xiii. Days Missed in the Fall by Student Teacher:

Attendance in both Penn classes and fieldwork is crucial. Most teachers teach even when they are ill as this is much easier than planning for a substitute, and undoing any confusion upon their return. This is the time to develop that work ethic. Try very hard not to miss either classes or fieldwork. Any days of student teaching that are missed by the student due to illness, crucial family events, or job interviews must be made up by the student teacher. If you know in advance that you will miss a day, please make arrangements with your Classroom Mentor and Penn

Mentor with as much notice as possible. In an emergency, the Penn Mentor and Classroom Mentor should be informed by phone, either the evening before, or that morning before they have left home, so that they can plan accordingly. A specific plan must be made, in writing, upon return to school, and submitted to the Classroom Mentor, Penn Mentor, and Coordinator of the program. Typically student teachers make up missed fieldwork at the end of the term. Five missed days that have not been made up, in a single semester, put the student in danger of failing seminar and require a conference with the Coordinator and Director of Teacher Education.

xiv. Summary of Goals for Fall Semester

The overall goals for student teachers during the fall semester are outlined below. These goals may be useful for all participants in evaluating the student teacher's progress.

- 1) Student teachers will develop a rich understanding of the cultural context of the school and community.
- 2) Student teachers will develop observational skills by carefully studying the activities and work of a single child and by studying specific cultural components of the school or community.
- 3) Student teachers will develop an understanding of processes of learning and will learn to assess student learning.
- 4) Student teachers will develop a general picture of the elementary curriculum at their school.
- 5) Student teachers will learn to plan for and effectively conduct small group activities and lessons that are developmentally appropriate and intellectually worthwhile.
- 6) Student teachers will learn to plan a series of lessons that build on one another and that take into account ongoing assessment of student learning.
- 7) Student teachers will develop strategies for successfully managing small groups of students.
- 8) Student teachers will develop skills in making transitions from one activity to another.
- 9) Student teachers will begin to formulate focusing questions about their teaching experiences and plan ways to document their inquiries.

E. Spring Semester Fieldwork

Student teachers are expected to be in their field placements during Penn's spring break and will take their own spring break when their school does. During the spring, student teachers are expected to be at their school placements between 8:00 and 3:30 or during the same hours that their Classroom Mentors are there. The Pennsylvania Department of Education describes this experience as one that "closely approximates" that of a full-time regular classroom teacher. Naturally, this can be interpreted in a variety of ways and will be different for each student teacher and classroom. Regardless, in order to meet state requirements for certification, each student teacher must assume full responsibility for the classroom for at least two weeks.

i. Gradual Increase in Responsibility

At the beginning of the spring fieldwork, student teachers, Classroom Mentors, and Penn Mentors should work together to develop a plan for this phase of the fieldwork so that the student teacher's responsibilities in the classroom gradually increases toward two weeks of full responsibility in February. (The expectations of this intensive two weeks are described below.) The plan should also include a gradual tapering off of responsibility once the student teacher has completed the intensive two weeks. Some student teachers take on one new subject area per week until they are responsible for all subject areas (including transitions from one lesson to the next). Others take responsibility for designated periods of time or groups of children as they gradually increase their responsibilities.

ii. Two Weeks of "Full Responsibility" student teaching (will occur twice)

Each student teacher must take full responsibility for the field classroom (including planning and transitions between activities) for at least two weeks in February, and again in late April/early May. (The spring 2012 PSSA testing schedule is particularly difficult. Students may have to accomplish their late spring “two week take-over” during 4 weeks of afternoons.) The student teacher and Classroom Mentor should identify the dates for the intensive time early in the semester and plan their schedules accordingly. The first two-week take-over should involve the student taking over the curriculum as planned by the teacher (including school and district mandates). The student is responsible for weekly and daily planning within that curriculum. *In the early part of the spring semester students will plan the curricular unit that they will teach during their full responsibility student teaching at the end of term, therefore it is very important that the Classroom Mentor project where he or she will be in the curriculum at that time, and share this information with the student within the first two weeks in January. **Students should not begin to teach this unit until they have had a chance to receive feedback on their curriculum plan from the Field Seminar professors, their Classroom Mentor, and Penn Mentor.** Closer to the time of actual teaching, student teachers are required to submit written plans for the intensive teaching period to the Classroom Mentor and Penn Mentor.* Typically, student teachers begin planning for their intensive two weeks early in the semester, which allows the Classroom Mentor and Penn Mentor adequate time to provide feedback on his/her plans. Once the student teacher has completed the intensive two weeks of teaching, s/he should gradually decrease responsibility in the classroom, allowing the Classroom Mentor to resume the leadership role in the classroom. During this time of decreasing responsibility, the student teacher’s role in the classroom remains critical. The student teacher and Classroom Mentor should continue to plan together and the student teacher is expected to be involved in the classroom daily through the end of fieldwork in May.

iii. Days missed in the spring for job search by student teacher

During the spring, student teachers inevitably need to miss days to attend job fairs or to interview for jobs. We ask that Classroom Mentors please excuse students during this time. However, in cases where students miss more than two days, we ask that they arrange to make up each day in excess by staying in the classroom later in the spring.

iv. Cross experiences

The faculty strongly encourages—but does not require—students to do cross-visits to schools other than where they had their placements, in January and early February. While Penn’s elementary teacher education program has an urban, public focus, we believe that charter and independent schools provide contrasting experiences that can broaden and deepen students’ learning. For this reason, we especially encourage students who have been in full-year urban public placements to visit other types of schools. Students should set up these visits themselves although faculty and instructors, and especially peers and mentors, can be used as resources for finding information and contacts at schools. Please be sure to contact the teacher and the school as you arrange these visits, and be sure that your Classroom Mentor and Penn Mentor approve the dates of your visits. Cross-visit schools need not be in the Philadelphia area.

v. When problems occur in fieldwork

Reading, writing and thinking about teaching is, of course, not the same as teaching. In some cases, a student may be successful in coursework but have trouble in fieldwork. In most cases these problems can be worked out within the normal course of a field placement, but in some instances students are asked to do an extended fieldwork placement to overcome the previous difficulties. Occasionally, the extended fieldwork placement does not suffice and students are

allowed to complete the academic requirements and earn their master's degree but they are not, ultimately, recommended for certification.

vi. Summary of goals for spring semester

The major goal for student teachers by the end of their full year of student teaching is to be prepared to take on full-time teaching assignments and to act as reflective, inquiring, beginning teachers as they embark on their careers. We do not believe that student teachers can learn all that there is to learn about teaching in a single year of intensive fieldwork and coursework. Thus, they must be prepared to learn from their teaching. For this reason, we believe that student teachers should develop strategies for continuing to grow as teachers and learn ways of inquiring that will serve them throughout their lives as teachers. In many ways, these “habits of mind” or ways of “thinking like teachers” will prepare beginning teachers better than specific skills in organizing and managing classes.

In addition to continuing to grow as thoughtful, inquiring teachers, we expect that during the spring semester student teachers will further develop the following organizational, pedagogical, and curriculum knowledge critical for teaching:

- 1) Student teachers will develop further all skills listed under the fall goals on page 13.
- 2) Student teachers will understand the overall elementary curriculum at their school and how the specific lessons and units they teach fit into that curriculum.
- 3) Student teachers will be able to develop and carry out whole-class lessons that are developmentally appropriate and intellectually worthwhile and engaging for the students.
- 4) Student teachers will know how to develop, carry out, and modify appropriate long-range and short-range plans.
- 5) Student teachers will have experience planning and teaching in all subject areas in the elementary curriculum.
- 6) Student teachers will develop approaches to classroom management that reflect a clearly articulated set of social and intellectual goals for students and that are integrated into daily classroom routines and lessons.
- 7) Student teachers will have begun to develop a professional identity beyond the classroom. This assignment, called “Beyond the Classroom Door” involves participating in a variety of activities such as attending conferences, applying for grants, teaching something to another teacher, etc. The details will be discussed in seminar. These activities can take place at any time during the program but should be completed by the end of classroom responsibilities in the spring

F. Employment during the program year

Occasionally, a school principal will want to hire a student teacher for full- or part-time teaching during the course of his/her studies, usually because an unexpected vacancy has occurred in the school. In general, GSE will not approve taking on such employment during graduate study, since it jeopardizes the program and can delay completion of the degree. Students may not accept such employment without full review and written approval by the Director of Teacher Education.

G. After graduation: Penn New Teacher Network

For those of you staying in the **Philadelphia region**, the Philadelphia Area New Teacher Network provides a community of like-minded colleagues to accompany you on your journey to becoming a great teacher. In partnership, the University of Pennsylvania and Swarthmore College created the Philadelphia Area New Teacher Network to support the professional

development of alumni from their programs during their first years of teaching. The *Philadelphia New Teacher Network* offers Act 48 credit for participation in its activities. (Students seeking employment in the **Boston or New York areas** are eligible for membership in a similar new teacher network run by Brandeis University because of our mutual membership in the Consortium for Excellence in Teacher Education [CETE]).

Monthly Dinner Meetings

We will hold monthly dinner and support meetings with fellow beginning teachers with the goals of providing a positive professional community and a space to discuss best practices. These gatherings will be an opportunity for participants to share experiences and develop strategies for effectively teaching and negotiating their schools and districts. Network members will set the agendas and we will tap into Penn and Swarthmore College resources—faculty, alumnae, Mentors, and others—to support your on-going professional development.

Mentorship

Every participating new teacher can choose to collaborate with practiced teachers through on-going mentorship. Mentors will be accessible to discuss the issues most pertinent to your classroom experience. They will observe and conference with new teachers on a regular basis with the goal of stimulating conversations about the teacher's practice, goals and plans.

Kate Kinney Grossman is the Program Coordinator of the Philadelphia Area New Teacher Network. Kate has taught English and social studies, worked extensively with English language learners and ESL teachers. She helped to start the Marble Hill School for International Studies in the Bronx, a New Visions school for English language learners. Most recently, Kate has supervised student teachers at both the University of Pennsylvania and Swarthmore College and taught courses in Penn's master's program in secondary education and certification programs.

Any questions about the Philadelphia Area New Teacher Network can be directed to Kate at kinneym@gse.upenn.edu

III. Evaluations

Our goal in evaluating student teachers is to use processes that:

- a) Are congruent with the program's emphasis on authentic assessment of children's progress (i.e., holistic, rich descriptions of children's work and thinking based on observations and documentation);
- b) Represent multiple perspectives, including those of the classroom mentor, Penn mentor, and student teacher;
- c) Draw on concrete examples from actual classroom teaching and school life, rather than abstract items that may or may not be relevant to particular school and classroom settings;
- d) Move the focus of evaluation away from checking off items on a list and toward rich observations and descriptions of practice;
- e) Engage the learner in self-assessment and analysis of her/his own learning.

There are two primary ways that student teachers' progress and learning are evaluated:

- 1) The Descriptive Profile (Appendices J and K)
- 2) The Term V Portfolio (See Program Components)

A. Descriptive Profile

The purpose of the Descriptive Profile Form (Appendix J) is to capture the student teacher's learning and progress in the field (including her/his classroom and school, cross site experiences, school site meetings, and other professional contexts).

The profile is constructed orally by the student teacher, Classroom Mentor, and Penn Mentor two times a year, once in December and once in April. The purposes of the December meeting are to identify the student teacher's strengths and areas that need attention and to establish recommendations for the remainder of the year. The purposes of the April meeting are to identify areas of growth in the student teacher's work across the year, to provide closure on the student teacher's experience in the program, and to look ahead to the student teacher's early teaching years. In each case, all three participants bring to the meeting **written notes** that describe the student teacher's work in the classroom using the Descriptive Profile form (Appendix J) categories.

Having seen in the past that it is crucial for all parties to have reflected and taken notes before the meeting, the Penn Mentor will ask to reschedule the meeting if either the Classroom Mentor or student teacher arrives having not had a chance to prepare notes or a written narrative.

Participants may want to bring additional observations and examples of the student's and children's work or any other material that will help describe the student teacher's work. The meeting should be postponed if all participants have not prepared written notes ahead of time when they arrive at the meeting. Penn Mentors need not write a new summary. If new ideas come up that aren't on any of the papers, you should note those on yours, and the student teacher should include them in his/her personal notes (for their own reference). No final summary need be written. Copies of the fall and spring profiles are kept on file in the teacher education office, although these evaluations are kept confidential and are not released to prospective employers, except at the request of the student.

B. Pennsylvania Department of Education Evaluation Form (PDE 430/see Appendix I)

The Pennsylvania Department of Education (PDE) has a form that Penn Mentors must complete for each student. So that this form can be completed easily by the Penn Mentor, we have organized the categories of the Descriptive Profile, described above, to align with those of the PDE form. Like the Descriptive Profile, this form—the PDE 430—must be completed a minimum of 2 times during the year. A satisfactory rating (1) in each of 4 categories, resulting in a minimum of at least 4 points, must be achieved on the final (spring) rating to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

In making ratings, Penn Mentors should rate the student on what we, as a program, ask them to do during their first semester—not what we expect that they will do by the end of the year. So, for example, if we only ask them to teach in small groups we should not grade them down for not teaching the whole group. What is most important about this requirement is that it provides us one more opportunity to take stock of any students who are not doing well, which allows the student to avail themselves of the support needed to improve his/her teaching.

Student teachers receive a copy of the PDE 430 form, and a digital copy of the PDE 430 is kept in the student teacher's University file, although these forms are not shared with outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document.

C. Program Grading

Students must obtain a passing grade for their student teaching experience (included in your Field Seminar grade) in order to receive faculty recommendation for the instructional certification and master's degree. This grade includes serious and regular participation in the site meetings/field experience seminars at each school. If students do not pass this phase of their work, they may be required to complete an additional fieldwork placement for a specified period of time. Additional placements usually occur at the end of the semester after the regular semester of fieldwork has been completed and may take place in settings other than the students' year-long placement. In some cases students do not pass such an additional placement and is granted their master's degree without being recommended for certification.

Occasionally, it is necessary for a student teacher to take the grade of “incomplete” in one or more academic course. In keeping with the rules of the Graduate School of Education, a grade of “incomplete” is converted to an “F” after the period of one year. Exceptions are sometimes granted through student petition and with the permission of the instructor and the Committee on Degrees.

Students will not be permitted to begin fall semester classes with more than one incomplete from summer courses. Students will not be permitted to begin full-time student teaching in the spring semester with more than one incomplete from summer and/or fall courses.

IV. Roles and Responsibilities

The student teaching experience is the centerpiece of Penn’s teacher education program. Each student teacher works with a Classroom Mentor in an elementary/middle school classroom and is supported by a Penn Mentor who works with a group of student teachers at the school site. Together, these two mentors oversee and guide the student teacher's classroom learning. Each participant has the following roles and responsibilities:

A. Student Teachers’ Primary Roles and Responsibilities:

Student teachers are assigned to school sites in clusters of approximately two to five students. These student teachers, along with their Classroom Mentors and a Penn Mentor, make up a school site team that supports learning and inquiry. Although each student teacher is assigned to a single Classroom Mentor, each Classroom Mentor in the school site team is regarded as an important teacher for that student. We encourage student teachers to take advantage of the resources they have in this team.

At the school site, we expect student teachers to be engaged members of the teaching team and to participate in school life in every way possible. In addition, we expect student teachers to take an active role in their own learning by asking questions, raising concerns, making suggestions about responsibilities they might undertake, requesting the help and coaching they need, and seeking out materials for lessons.

i. Professional Conduct

Standards of professional conduct vary, of course, with the local school culture. That said, it is still possible to lay out some of the basic parameters:

- Arrive and leave around the same time that your Classroom Mentor does (with the exception of times when you must leave to get to a class);
- Maintain confidentiality where it is needed;
- Abstain from negative gossip (i.e. speaking negatively of those not present)
- Adhere to school policies;
- Dress professionally (use the more conservatively dressed teachers as a guide);
- Establish and follow communication guidelines with your Classroom Mentor and Penn Mentor for times when you will be absent or late;
- Heed the culture of your school in setting standards for student behavior (e.g. the level of noise when leading a class down the corridors);
- Show interest and initiative in getting involved in activities.
- Demonstrate appropriate respect for all those who will cross your professional path throughout our program: faculty, supervisors, peers, teaching colleagues, principals. Realize that all these people may be called upon by prospective employers to relate impressions you have made on them throughout the program. They are looking to you to set a quality standard for your work.

****Word to the wise: As mentioned earlier, while some note-taking must take place during school time, students should not use the school day—even “down time”—to write up graduate coursework or do reading. If just for symbolic purposes, it is important to convey to Classroom Mentors that you, as student teacher, are 100% present for the Classroom Mentor and elementary school students.***

ii. Learn from school members besides just your classroom mentor

Become familiar with every aspect of your school: attend faculty meetings, interact with a variety of faculty members and other school personnel; get to know the various parts of the building and playground; take time to observe students, particularly those not in your classroom, during different times of the day and engaged in different activities.

iii. Attend weekly site meetings

The agenda for site meetings should be set by students and mentors. Student teachers should use these meetings as times to discuss the leading edge of their teaching--in some cases this will pertain to the integrative assignment that you are working on, other times it may not.

iv. Teach a minimum of two pre-arranged lessons in the fall and three in the spring

Students should schedule their pre-arranged lessons in collaboration with their Classroom Mentor and Penn Mentor.

v. Prepare lesson plans for your classroom mentor

Prepare lesson plans in advance for any lesson you plan to teach and share them with your Classroom Mentor with sufficient time to receive feedback (if the classroom mentor decides that they wish to give feedback) and revise them before teaching. (See section on Lesson Plans, Appendix H). Regarding our expectation for lesson plans given to classroom Mentors, because Classroom Mentors vary widely on how frequently they want lesson plans as well as format or degree of detail that they would like to receive, we ask that Classroom Mentors specify this to the student teacher early in their relationship. Even though we leave this open-ended, we ask that student teachers and Classroom mentors discuss the classroom mentors' expectations explicitly.

It is vital for the student teacher/Classroom Mentor relationship that student teachers be clear on when the lesson plans are expected by their Classroom Mentors and the format that they wish to receive. The exception to this open-ended stance is the lesson plans required for the Term III and Term IV assignments. For those lessons the Penn lesson plan in Appendix H is required.

vi. Prepare lesson plans to give to your Penn Mentor for pre-arranged lessons

Similarly, with regard to Penn Mentors, prepare lesson plans in advance for any pre-arranged lesson you plan to teach and share them with your Penn Mentors with sufficient time to receive feedback and revise them before teaching. (See section on Lesson Plans, Appendix H)

vii. Take full responsibility for curriculum and teaching for 2 weeks in February and again near the end of the term. In spring 2011 this may mean 4 weeks of afternoons.

The student teacher should coordinate a gradual increase in teaching responsibilities prior to taking full responsibility and a gradual decrease of teaching responsibilities afterwards with the Classroom Mentor and Penn Mentor.

viii. Participate in all professional development activities that occur on your days in the field during the school year

ix. Keep files or a notebook of all of your work for the year in preparation for the portfolio

x. Video-record your teaching one time per semester (See details in Appendix G))

B. Classroom Mentors' primary roles and responsibilities:

The purpose of fieldwork experience is to help student teachers develop the skills and knowledge for successful, inquiry-oriented teaching. Classroom Mentors play a crucial role in this process. They act as guides by helping students to gradually take on more classroom responsibilities, acquainting them with available resources, including them in planning sessions, explaining the rationale behind their decisions, observing them and then reflecting with them on their strengths and weaknesses, and evaluating their progress. Classroom Mentors also serve as models of the professional practice of teaching by demonstrating how they are intentional learners and researchers in their own classrooms and articulating their reflective processes for and with students. Together with the Penn Mentor and student teacher, Classroom Mentors play a substantial role in the evaluation the student's performance in the field. (See section on evaluation.)

Although Classroom Mentors are assigned to a particular student teacher, we hope that they will encourage all students at their school site to visit and observe in their classrooms.

i. Finding time to talk (Generally: 1 hour per week sit-down time)

One of the most important things that you can do for your student teacher is to find time to talk about why you do what you do, and to do some planning with them. A rule of thumb that we use to help teachers gauge how much time this might take is to ask whether you could find one hour per week to sit down to talk (this might be during a few lunch periods, before school, or after school).

ii. Try to hear questions as questions (not criticism)

For student teachers, one of their great diplomatic challenges is to find a way to ask why you do things the way you do, without sounding like there is an implicit criticism. You can help them to do so by coaching them on how to ask you. Do you prefer that they ask such questions before school or after school or during the day? Best of all would be if you could regularly ask students "What questions do you have that you're scared to ask me because you think it will hurt my feelings?"

iii. Welcoming a "Penn Mentor" into your room

As many of you know, the people known as "field supervisors" in many teacher education programs, we, at Penn, call "Penn Mentors." We call them this to remind all of us that we want for them to be something different than the evaluative visitor for whom the student (or the classroom mentor!) feels they must "put on a show." Penn Mentors try to establish a more collegial teaching relationship. To build a mentoring relationship, Penn Mentors visit at least once per week throughout the semester. Penn Mentors need to get a sense not just of the student teacher, but of the classroom mentor, the personalities of your students, and the classroom culture that you are creating. This means that frequently they will come to visit even when the student teacher is not leading a lesson. Don't be nervous—they'll see you on good days and bad ones. Feel free to put them to work!

iv. Easing the student teacher into teaching

A student teacher will need you to let him or her take on some responsibilities (difficult as that may sometimes be). You can help your student teacher by incrementally increasing his or her responsibilities in a way that allows them to find a balance of succeeding in the things that they can already do and stretching into new areas (where they may sometimes flop). Like all teachers, student teachers will sometimes make mistakes and need your help in learning from these.

v. Site meetings [Every other week]

Site meetings (held at your school) are meant as "teacher research" meetings times for student teachers and Classroom Mentors to discuss whatever is the leading edge of their teaching. Student teachers come together for a site meeting with their Penn Mentor every week, and we ask that you, their Classroom Mentors, join them for these meetings every other week. *They are a crucial part of our program, and are required of all Classroom Mentors.* The agenda for these meetings should be set by you and the student teachers so that you are always talking about something that meets your needs. If the site meetings are not feeling useful to you, you should first talk with the Penn Mentor to collaborate in improving them. If you're still "stuck" you should contact NancyLee Bergey at 215 573-4026 or nancylee@gse.upenn.edu. Some groups choose to plan out the topics at the beginning of the semester while others get together and talk about whatever they're working on. Either way, the aim is to help student teachers learn, not just from their own Classroom Mentor, but also from the group, and for you to have an opportunity to improve your own practice by discussing it, and learning from your colleagues.

vi. Initiate conversations with the Penn Mentor (without the student teacher, if necessary)

There will be times when you want to confer with the Penn Mentor without the student teacher's presence (just as there will be times when the student teacher wants to confer with the Penn Mentor without you present). Make sure that if you are struggling to find a way to help a student teacher overcome a hurdle that you let the Penn Mentor know so that they can help you from their position too. Feel free to use the Penn Mentor's home phone number or e-mail address, provided on the Participants List, if you don't have a chance to talk during the day.

vii. Attend All Participants Program Seminar [Optional / Act 48 Credit available]

Once per month, the students' Field Seminar class hosts an All Participants Program Seminar—a gathering of both sections of the Master's students in elementary education, the Penn Mentors, and any Classroom Mentors who choose to attend. Typically, these sessions are led by a guest facilitator on a subject of interest to both pre-service and in-service teachers. Past topics include working with especially challenging children; what one can and cannot learn from standardized test score results; and meeting the needs of English Language Learners in the classroom. These sessions optional, however, since we think that your presence is meaningful for our students, and that offering these sessions is one benefit we at Penn can offer to teachers who work with us, NancyLee will be contacting you early in the fall to assess what type of sessions you might find most useful. Participants in All Participants Program Seminars may receive Act 48 credit for any or all that they attend.

viii. Providing Opportunities for the Student Teacher to Teach Original Lessons (including science and social studies)

In general, the assignments that your students have will be flexible—the content of what students teach is up to you so that you can integrate them into whatever you are teaching and so that they can meet whatever mandates or standards you are required to meet. That said, we do need to note that as part of their program our students do coursework in methods of teaching science and social studies and are required to do some teaching of these subjects each semester. We ask that if you do not teach science (or social studies) in your classroom, or on the days that our student is with you, that you direct your student as to how they can make arrangements to see science and social studies taught and to teach some science and social studies lessons. Thanks.

ix. Fill out the Descriptive Profile form and Participate in the Descriptive Profile Meeting

At the end of each semester, the Classroom Mentor, Penn mentor, and student teacher each fill out a Descriptive Profile form (see Appendix J) and then meet during lunch or after school to "compare notes." Each party should bring four copies of what they have written—one for each

participant and one for the student's file at Penn. The purpose of the forms is strictly for the benefit of the student and those of us who are working in the benefit of the student. The information written is not shared with potential employers or outside sources. No "master summary" is written because we recognize that different parties may have seen the same events in different ways. All three participants in this meeting—the Classroom Mentor, the Penn Mentor, and the student teacher must come prepared with notes. From experience we know that these meetings lack sufficient depth if anyone comes in thinking that they can "wing it." For this reason we ask Penn Mentors to reschedule the meeting if anyone has not prepared written notes.

x. Honoraria for classroom mentors

The honorarium for classroom mentor is \$450 for mentoring one student for one semester.

xi. Think out loud

Model the activity of teaching as a reflective activity by thinking aloud about issues such as planning, how to meet the needs of a particular child, and plans which were successful or problematic.

xii. Observe the student teacher teaching and give constructive criticism

Whenever possible, regularly observe the student teacher teaching during both pre-arranged and informal lessons and offer feedback and suggestions.

C. Penn Mentors' primary roles and responsibilities

Each student teacher works closely with a Penn Mentor who is an experienced educator and a member of Penn's teacher education staff. Penn Mentors coordinate with Classroom Mentors to facilitate the student teacher's successful adaptation to the classroom. Penn Mentors are generally assigned to a team of students at a single school. The Penn Mentor visits the school site weekly, getting to know each classroom, observing student teachers and conferring with them afterwards, and facilitating weekly site meetings.

Penn Mentors play a critical role in helping student teachers understand the complexity of teaching. They often act as interpreters by filling in background knowledge, explaining the historical, social, political, and cultural context of the school, classroom, and neighborhood, and making visible the many taken for granted routines in classrooms and schools. Penn Mentors often help student teachers begin to see themselves as teachers.

One of the primary roles of the Penn Mentor is to respond to the student teacher's weekly journal. Through dialogue journals, Penn Mentors help student teachers interpret their classroom observations, make connections between University coursework and fieldwork, raise and explore questions about teaching, learning, and schooling, attempt a variety of approaches to reflection, and understand how individual lessons and activities fit into the larger curriculum. We anticipate that in many instances this dialogue will take place electronically.

Penn Mentors assess student teachers' progress on a continual basis. In consultation with Classroom Mentors, Penn Mentors play a major role in evaluating student teachers' performances for the two semesters of fieldwork.

In sum, the major roles of the Penn mentor are as follows:

i. Observe student teachers in their room one time per week and provide feedback

Penn Mentors visit for at least 45 minutes in each class each week, even if the student teacher is not yet teaching. There's a reason for this: Penn's philosophy of mentoring is different than many schools. Many schools have a supervisor come to visit the student about three times per semester. Knowing that time is limited to make a good impression, the student teacher "puts on a show"—working much harder than usual to make sure everything goes right. At Penn, our "Penn Mentors" visit once per week so that they're there much more frequently and have a chance to become part of the scene. Students tend to relax because they know that while the Penn Mentor will inevitably see some tough moments, they're also bound to see some sparkling ones—and we welcome the tough moments because students can learn from those just as well (or better) than their successes.

ii. Facilitate site meetings

The Penn Mentor's role at these meetings is to facilitate discussion—the agenda for these should come from the student teachers and Classroom Mentors. Student teachers come together for site meeting with their Penn Mentor every week and their Classroom Mentors join them for these meetings every other week.

iii. Collect journal entries one time per week and provide feedback

Penn mentors dialogue with students over their journals. This is an important way that Penn Mentors can model reflective, inquiry-oriented thinking about teaching issues. While the content of journals should mostly be up to the students, Penn Mentors can sometimes push students to go deeper in their reflections even if it means reporting less on the week's events. Responses from Penn Mentors typically include further questions for the student teacher to consider, lessons the Penn Mentor has learned from her/his own teaching, or connections with the students course texts and discussions that they have learned about in Penn Mentor's meetings.

iv. Guide the student teacher and classroom mentor to increase the student teacher's responsibility

This is another area where Penn's program may differ from some programs—we prefer that student teachers spend a relatively long period (3-5 weeks) at the beginning of their fall field placement observing and working one-on-one with students. Because we believe that instructional decisions should reflect the teacher's observations of who the children are, we put special emphasis on getting to know your particular students. We have found that once students begin to teach lessons, their focus quickly shifts to what *they, the student teacher*, should be doing. Penn Mentors play a vital role initiating a plan for a student teacher to gradually assume more and more responsibility at a pace that maximizes her/his growth.

v. Observe "Pre-arranged Lessons" and provide feedback (at least 2 in the fall / 3 in spring)

Penn Mentors will see students teach many lessons each semester and provide feedback on most, if not all, of these. But to help us all pay special attention to some lessons we ask student teachers and Penn Mentors to designate some lessons as "Pre-arranged." Pre-arranged lessons are ones where 1) the student teacher provides a lesson plan to the Penn Mentor with sufficient time for the Penn Mentor to provide feedback; 2) the student revises or responds to the Penn Mentor; the Penn Mentor arranges to come to observe and take notes during the lesson; and the two confer after the lesson to debrief. Penn Mentor's observation notes should follow the two column format, with observations on the left and questions or comments in the right hand column (see Appendix I).

vi. Video-record one of the pre-arranged lessons each semester

Student teachers are asked to videotape at least one of their lessons each semester with the help of their Penn Mentor or another student (if preferred). (See Appendix G.)

vii. Meet with the student in 2-way; and 3-way meetings as needed

At the heart of the Penn Mentor's role is the job of facilitating communication. Sometimes what is needed is for the Penn Mentor to meet one-on-one with the student teacher (i.e. a two-way meeting); other times, what's needed is a meeting that includes the Classroom Mentor as well (i.e. a three-way meeting). Often student teachers and Classroom Mentors find it easier to say to a Penn Mentor what they find it difficult to say to each other—it's the Penn Mentor's job to help each of them speak to the other in ways that help the student teacher grow professionally.

viii. Meet with the Classroom Mentor (without the student teacher) on an occasional basis

There will be times when the Penn Mentor will prefer to confer with the Classroom Mentor without the student teacher's presence (just as there will be times when the student teacher wants to confer with the Penn Mentor without the Classroom Mentor present). Experience has shown us that if the Penn Mentor does not initiate such meetings occasionally, a Classroom Mentor may have concerns that they have not yet found a way to share with the student teacher. The goal of such "2-way" meetings is always for the Penn Mentor to facilitate better communication with the student teacher. One important function of "3 way meetings" is for the Penn Mentor to make sure that the Classroom Mentor has made explicit their expectations for issues like turning in lesson plans to the Classroom Mentor or when, exactly, during the week the Classroom Mentor can sit down and discuss their work with the student teacher.

ix. Attend All Participants Program Seminar [Act 48 Credit available]

Once per month, the students Field Seminar class hosts an All Participants Program Seminar—a gathering of the master's students in elementary education, the Penn Mentors, and any Classroom Mentors who choose to attend. The purpose of asking Penn Mentors and Classroom Mentors to attend is to help create a shared language of practice—so that when students and mentors discuss their instructional decisions they can share some reference points in their discussion. Penn Mentors may receive Act 48 credit the All Participants Program Seminars that they attend and should sign in on the sign in sheet with classroom mentors. (For further details, see p. 6, Responsibilities of a classroom mentor)

x. Complete the Descriptive Profile form and Participate in the Descriptive Profile Meeting

At the end of each semester, the Classroom Mentor, Penn Mentor, and student teacher each fill out a Descriptive Profile form (see Appendix J) and then meet during lunch or after school to "compare notes." Each party should bring four copies of what they have written—one for each participant and one for the student's file at Penn. The purpose of the forms is strictly for the benefit of the student and those of us who are working in the benefit of the student. The information written is not shared with potential employers or outside sources. No "master summary" is written because we recognize that different parties may have seen the same events in different ways. All three participants in this meeting—the Classroom mentor, the Penn Mentor, and the student teacher must come prepared with written responses to questions of the Descriptive Profile form.

xi. Fill out the Descriptive Profile form for the PA Department of Education (PDE)

The Pennsylvania Department of Education has their own form that Penn mentors must complete for each student. (See Appendix K)

xii. Participate in monthly meetings at Penn

Penn Mentor's meetings generally focus on two subjects: 1) Issues in the practice of being a Penn Mentor (e.g. "What makes for an effective response to a student journal?"); or 2) Discussion of the texts and coursework of the student teachers. In the past, Penn Mentors have found it invaluable to read key texts that students themselves are reading in their courses. Meetings are generally scheduled to allow attendance at seminar on the same day.

V. Procedures for Certification and Employment

A. Certification in Pennsylvania

Certification is a process by which student teachers are certified by the Pennsylvania Department of Education (PDE) as qualified to teach. Each state issues the teaching certificate to any student who completes a state-approved program, is recommended by the teacher-training institution, and, in the case of Pennsylvania, passes the Pennsylvania teacher certification tests. A 3.0 GPA is required in order for GSE faculty to recommend you for certification in the Commonwealth of Pennsylvania. The Pennsylvania Department of Education issues several different types of teaching certificates, explained below:

Intern Certification: A special certificate issued to a student who is fully enrolled in a graduate intern program, qualifying the student to work as an intern in a contractual position for a school district.

Instructional I Certification: The first regular teaching certificate, issued to students who complete an approved program in teacher education, allowing one to engage in six years of public school teaching in Pennsylvania.

Instructional II Certification: A permanent certification awarded after at least three years of full-time contractual teaching with an Instructional I and completion of eight post-baccalaureate course credit units (or an M.S. in Education degree). Teachers have six years in which to complete these requirements.

Dual Certification: Normally teachers are certified in one subject area, such Elementary Education. Dual certification allows a teacher to be certified to teach in two areas, such as Elementary Education (K-6) and Middle School Science.

i. Testing Requirements for grades PreK-4 and Middle Level Certification

**NB: for more information on the tests and test preparation see*
http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638

The Commonwealth of Pennsylvania requires candidate assessments as a part of the certification process. For further questions, go to the Commonwealth of Pennsylvania website:
http://www.education.state.pa.us/portal/server.pt/community/pa_certification/8635

You may take either the paper-based or computerized versions of the tests.

When registering for the exams, you must have the scores sent to **both Penn GSE (code 2926) and PDE/Harrisburg (code 8033)**. If you take the tests in Pennsylvania, scores will automatically be sent to PDE/Harrisburg.

What tests are required for grades PreK-4 and Middle Level teachers?

Testing requirements have changed. Please check this website for up-to-date information:

http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638

Please note: Teachers who are completing a teacher preparation program at the post-baccalaureate level NEED NOT TAKE the PAPA examination.

Those seeking initial certification in grades PreK-4 should take the PECT test(s). Information may be found at this link: www.pa.nesinc.com

Those seeking initial certification in middle level areas (grades 4-8) should take the Grades 4-8 Core Assessment tests (3 modules) as well as the Grades 4-8 Concentration Tests (per subject area). Further information about these tests may be found at this link:

<http://www.ets.org/praxis/pa>

When should we take the tests?

We recommend that you take these exams during the fall and early spring terms of your program year.

You can confirm that your scores were received in Harrisburg by going on-line about six weeks after you take a test to the link below to the TIMS dashboard. Your scores will be listed in the upper right hand box.

http://www.portal.state.pa.us/portal/server.pt/community/tims_teacher_information_management_system/20476

If you take the test in another state (e.g. NJ) the scores are not automatically sent to Pennsylvania, so you need to be sure to designate to have them sent there (again, code 8033).

How do I apply for certification?

You apply for instructional 1 certification through the Teacher Information Management System (TIMS). You may not apply for certification before the first day of the month in which you complete your teacher preparation program, so, for you, May 1st. You can, however, go in and register and get familiar with the TIMS system. There is a health certificate required as part of the TIMS application, which you will upload into your application when you do apply. This certificate can be downloaded from the website (link above) and completed by your physician, physician's assistant or certified nurse practitioner up to a year before you actually apply. You should then scan the signed health certificate onto your computer's hard drive so that it may be uploaded into the TIMS application.

Must I be a U.S. citizen to become certified in the Commonwealth of PA?

The Pennsylvania Department of Education (PDE) requires that certification applicants must either be: a) a United States citizen or b) a holder of the permanent visa that allows applicants to work AND sign a notarized affidavit of intent to become a citizen within 6 years. Applicants

must also demonstrate proficiency with the English language. For more information on these requirements, go to:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506883&mode=2>

ii. Background Checks

In 2006, Pennsylvania law was amended to require student teachers to submit the following criminal background checks and child abuse clearances. Information on each is available at http://www.portal.state.pa.us/portal/server.pt/community/background_checks_%28act_114%29/7493

From the PA Department of Education

1. The Pennsylvania State Police Request for Criminal Records Check (Act 34)
2. The Federal Criminal History Record (Act 114)

From the PA Department of Public Welfare:

1. The Child Abuse History Clearance (Act 151)

These three clearances must be received before any work with children can take place, **including summer work**. Therefore, it is necessary for you to begin the process as soon as possible. The Pennsylvania State Criminal Records Check (\$10) is a quick online process. Please print out the record and keep the original for your files.

For the Child Abuse History Clearance (\$10), you must print out the form on the link and submit it to the address on the form. Once you receive the clearance, hold onto it for your files.

For the Federal Criminal History Record the process is described at http://www.portal.state.pa.us/portal/server.pt/community/background_checks_%28act_114%29/7493/federal_criminal_history_background_checks/601327

You must pre-register before going to the fingerprint collection site. Sites change, so check the link to determine location, dates and times open, etc.

Once you have all three clearances, please bring the originals to Maureen Cotterill or Pat Friess on the 4th floor of the GSE building. They will photocopy your originals and return them to you. We will pass along the copies to the School District of Philadelphia, which requires that they be on file if you plan to student teach in the District. You may need to show the forms to your principal as well, so don't misplace them. They are valid for one year, so be prepared to do this again next year. We cannot place you in a school or other site until you have all three clearances. It's the law!

**iii. Past students' recommendations on how to prepare for Praxis, when to take them, etc:
See Appendix O.**

B. Interstate Certification Agreements

While there is no direct teacher certification reciprocity among the 50 states, there is a NASDTEC Interstate Agreement that offers some method of comparability determination to describe certification/license terminologies and definitions as a “short-cut” to certification.

http://www.portal.state.pa.us/portal/server.pt/community/pa_certification/8635/nasdtec_information/1233143

Candidates who possess a valid and comparable (in subject and grade level scope) certificate issued by the **National Board for Professional Teaching Standards** will be issued a Professional Instructional II certificate. The applicant will not be asked to complete any additional requirements for the certificate, including Praxis Series tests.

We encourage all student teachers to obtain certification in Pennsylvania first and then apply to other states, attaching their Pennsylvania certificate number to their application for certification. We will provide as much help and assistance as possible regarding certification in Pennsylvania and other states. It must be a matter of record, however, that you are responsible for knowing and applying for certification in other states. These processes, policies and procedures change regularly. Mrs. Betty Deane, GSE’s certification assistant, can help you in completing forms for out-of-state certifications. Her email is BettyD@gse.upenn.edu

Appendix A – Integrative Assignments

Term I:

- Focus: Children and Neighborhoods
- Integrative assignment: The Neighborhood Inquiry Project

During Term I students study the neighborhood of the school where they will be student teaching, identify assets of that community and issues that are alive for them. The purpose of this project is to become better teachers through understanding 1) the reciprocal relationships between schools and the wider society, and 2) the role of education in understanding and redressing social inequalities. Included in the neighborhood inquiry project will be an inventory of the area surrounding the school; interviews and observations; triangulation of this data with broader data.

Term II:

- Focus: Learners & Learning
- Integrative assignment: Child Study

During Term II, students choose a child in their class and engage in close observation of a single child over time. The child study is designed to enable the you to: learn about the value of systematic and sustained observation of children; to experiment with collecting multiple kinds of information on a single child (developmental, academic, social, emotional); refine your knowledge of how to come to know children as individuals and members of a classroom community; and articulate ways you might use this knowledge as a teacher.

Term III:

- Focus: Pedagogy
- Integrative assignment: Inquiry into practice

Widening the scope of inquiry from Term II when students looked individual students, Term III focuses on the decisions that teachers make about how to teach. In this project, students are asked to plan and implement lessons, chosen from their methods courses of that term: math, science, social studies and literacy. During implementation of these lessons students are to keep in mind some research question that they have about their teaching that they will have developed as part of their Field Seminar. These reflections and the data students collect in teaching their lessons will be turned in along with the lesson plans as their complete Inquiry project.

Term IV:

- Focus: Curriculum
- Integrative Assignment: Curriculum Planning

During Term IV the focus widens again to look at curriculum. Students design an integrated, inquiry-oriented curriculum plan in preparation for the two weeks of full-time, full responsibility student teaching later in the spring.

The curriculum plan for Term IV is required to be “integrative” in that it must combine two or more subject areas (math, social studies, science) and literacies (reading , writing, listening, speaking, using technology). While encouraging multi-disciplinary study we also caution against making strained connections for the sake of integration. For this reason, plans for subject areas that do not fit into the integrative topic may stand alone.

Secondly, the plan is to be “inquiry oriented” insofar as elementary students should be given roles as active investigators (rather than passive recipients of knowledge)—i.e. doing the actual work of scientists, mathematicians, social scientists, and writers. In asking student teachers to make these plans, we do so knowing that part of good teaching is making adjustments, and with this in mind, we have designed the assignments to allow for open-endedness and student inquiry.

Term V:

- Focus: Praxis
- Integrative Assignment: Master’s Portfolio

The portfolio is the culminating project for the elementary/middle level teacher education program and takes the place of a master’s comprehensive examination. The portfolio provides students with an opportunity to reflect on their work in the classroom and in their University coursework over the year. The portfolio should represent students’ experiences in their schools; their inquiry questions throughout the year; papers, projects and reflections from their coursework; projects and writing related to the program through experiences such as professional development opportunities or conferences. Students should begin collecting materials for their portfolios in July; however, they should not complete the portfolio until late in the spring term. The portfolio should not be limited to description of practice but make an argument of educational importance. Further, the portfolio must include reflection on the student’s own teaching rather than being limited to a discussion of the teaching done by the Classroom Mentor.

The portfolio will be read by more than one person including program directors, course instructors, and Penn Mentors. The criteria for grading the portfolio include: the quality of the essay; use of evidence; range and variation; and coherence and technical components. Those who are asked to revise their finished portfolio will be given a number of days to answer these specific concerns in order to graduate and receive their master’s degree. Each year several people are asked to revise their portfolio and we urge students to take this seriously. Plan to be in Philadelphia for at least one week after the portfolio submission date in case rewriting is necessary.

Appendix B: "Who Ya' Gonna Call?" List / Inclement Weather

Concern / Student Group	Who to call	Contact information
1) Assignments	1. First, the professor 2. Second, NancyLee Bergey	[See participants list]
2) Billing	Penn GSE Student Records	sro@gse.upenn.edu
3) Calendar	Pat Friess	215 898 7381
4) Certification in other states	Betty Deane	Bettyd@gse.upenn.edu 215 898 7370
5) Classroom mentors, issues with	1. The classroom mentor 2. Your Penn Mentor NancyLee Bergey	[See participants list]
6) Computer services / Tech Support	GSE IT	Gse-help@lists.upenn.edu
7) Counseling	CAPS (Counseling & Psych. Services)	215 898 7021
8) Criminal records check / child abuse clearance	Maureen Cotterill Pat Friess	Maureenc@gse.upenn.edu PFriess@gse.upenn.edu
9) Disabilities	Weingarten Learning Resources Ctr.	lrmal@pobox.upenn.edu
10) Escorts (walking escorts)		215-898-WALK(9255)
11) Financial aid	Penn GSE Financial Aid	finaid@gse.upenn.edu
12) Grades	The instructor of record	[See participants list]
13) GSE related paper-work	Pat Friess	PFriess@gse.upenn.edu
14) Job search	Sharon Fleshman Career Planning & Placement	215 898 7531 fleshman@pobox.upenn.edu >
15) Penn mentors, issues with	The Penn mentor, herself or NancyLee Bergey	[See participants list]
16) Registration	Maureen Cotterill	maureenc@gse.upenn.edu
17) Rooms	Pat Friess	PFriess@gse.upenn.edu 215 898 7381
18) Transcripts 19)	Penn Registrar	http://www.upenn.edu/registrar/student-services/transcripts.html
20) Transportation to fieldsite, problems with	NancyLee Bergey	898 5356
21) Tutoring, writing help	1) Weingarten Learning Center 2. Kelly Writer's House	lrmal@pobox.upenn.edu wh@writing.upenn.edu
22) Student organizations		http://www.gse.upenn.edu/students/orgs

Inclement Weather Policy for Elementary Program

In the event of inclement weather, the Penn hotline to find out about whether the University is open is 215 898-MELT. Be forewarned though, the University almost never cancels classes. One might wonder though, whether Teacher Education ever cancels classes apart from the University. While this remains a logical possibility it again almost never happens. But if it were to happen we would notify you by NancyLee's email list, and follow up by phoning people on the Participants List.

The reason that we tend to err on the side of not canceling classes is that we have found that canceling is fraught with complications: 1) weather predictions can end up being wrong and everyone wonders why you canceled on such a nice day; 2) some students don't get word and drive great distances to find that there is no class; and 3) lastly, when we have to find a make-up date inevitably some people can't make it and feel cheated. So if it snows and you live far away and you can't take a train and it feels too dangerous to drive, stay home and get someone's notes. (And call or send an e-mail saying that you are doing this.) We'll miss you, but we'll understand.

Summary:

If you're wondering if we have class...

- a) Call 215 898 MELT
- b) Check your email

Appendix C: Classwork Problems

i. Term to term standing (Incompletes, etc.)

In the teacher education program at Penn, coursework and fieldwork are interrelated. It may not be appropriate for students to go on in fieldwork if their performance in coursework has not met certain standards. Students who have any incomplete grades at the end of a term or whose GPA falls below 3.0 (please note that the GSE policy requires that students maintain an overall 3.0 GPA) must schedule an appointment with the Elementary Coordinator and the Director of Teacher Education within the Add/Drop period of the next term (see the Academic Calendar on the GSE website). The Coordinator and Director will develop with the student a realistic plan for continuing studies and/or beginning fieldwork and student teaching.

A 3.0 GPA is required in order for GSE faculty to recommend you for certification awarded by the Commonwealth of Pennsylvania.

ii. Statement on evaluation and grade inflation (Policy statement of GSE's Academic Task Force, implemented 2007)

Student evaluation is the prerogative and responsibility of the faculty and an important educative act. Each student is entitled to the careful and timely review of his or her academic work. Grades are the means by which such evaluations are efficiently communicated to external groups (e.g. doctoral admissions committees, fellowship committees, employers) and, most importantly, to the student. The compression of grades in the upper range (grade inflation) has occurred at many colleges and universities and the phenomenon is particularly prevalent at highly selective institutions. There are, of course, circumstances in which grades may be somewhat skewed toward the upward range such as independent studies or small advanced doctoral seminars. Further, some faculty members use the "mastery" approach to teaching, providing students with feedback and the opportunity to rework certain assignments for a higher grade. Nevertheless, without variation in grades, it is impossible to differentiate between "distinguished" work (the criterion for an A in graduate grading system at Penn) and "good" work (the criterion for a B.) Grade inflation is problematic because it unfairly penalizes students whose exemplary work deserves to stand apart through the recognition of an A. Inflated grades also can mislead students and give them an unreasonably optimistic assessment of their performance. **At Penn GSE, the expectation is that grade distributions in courses fall predominantly in the A to B range and that the notional mean of most courses (excluding small seminars and so forth and subject to the professional judgment of individual faculty members) is a B+.**

iii. Extending coursework beyond three terms

The current structure of the teacher education program is that ordinarily students take 3 cus in the summer, 5 cus in the fall, and 3 cus in the spring. Our expectation is that students ordinarily finish coursework, student teaching, and their masters portfolios in time for May commencement. In rare cases, students may be allowed to extend their coursework by deferring one course until the first summer term following the culmination of the program. Students wishing to apply for such an extension of coursework should make their request in writing to the Director of Teacher Education. Such extensions must be approved by the end of the Add/Drop period in February. Extending coursework beyond the normal three terms may affect the amount of financial aid available to you per term. Please consult the GSE handbook on the GSE website about additional fees for deferring a course and deferring graduation.

iv. Code of Academic Integrity (Source: Office of the Provost, 1996)

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.

Academic Dishonesty Definitions Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:

A. Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.

B. Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

C. Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.

D. Multiple submission: submitting, without prior permission, any work submitted to fulfill another academic requirement.

E. Misrepresentation of academic records: misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to the University of Pennsylvania. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.

F. Facilitating academic dishonesty: knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam, etc.

G. Unfair advantage: attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use., etc.

* If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

Appendix D: Counseling & Academic Support (i.e. resources re: writing, getting organized, time management, anxiety, etc.)

1. Counseling and Psychological Services (CAPS)

215 898 7021 / Mellon Bldg. / 36th & Walnut, 2nd floor.

More for psychological counseling but also can help with academic issues as they relate to these. General info & scheduling: 898 7021.

2a. Weingarten Center: Office of Learning Resources:

Stouffer College House (stairs off the quadrangle at 37 ½ & Spruce, Suite 300)

Tel. 215 573 9235

Director: Dr. Myrna Cohen

This center has learning instructors who can help with time management, study skills, how to handle increased reading loads, adjusting to different kinds of writing assignments, handling anxiety about any part of the learning process including participating in class discussion--i.e. issues of meta-cognition (to learn better how to learn).

2b. Weingarten Center: Student Disability Services:

Stouffer College House (stairs off the quadrangle at 37 ½ & Spruce, Suite 300)

Director: (Pending)

215 573 9235

This center is for someone who suspects that they have a learning disability or someone with a documented disability who needs accommodations worked out with their professors.

4. Tutoring Center

3820 Locust Walk

Director: Dr. Bernadine Abad, 573 9235

Does content tutoring--e.g. calculus, economics, French.

5. Kelly Writer's House

3805 Locust Walk 215 573-writ

Drop-in writing advising every night Sun.-Thurs. 7PM-10PM starts late Sept. (Bring your paper or the assignment that you need to complete).

Appendix E: Helpful Questions for the Student teacher / Classroom Mentor / Penn Mentor Triad:

Recommended questions that Classroom and Penn Mentors ask of Student Teachers:

- What concerns do you have?
- Are you finding enough time to observe?
- Do you feel like you are getting to know the classroom?
- Do you have a sense of how the classroom mentor figures out who knows how to do what and which activities to plan for the next day?
- What do you think the classroom mentor had to do in order to plan for today's learning (lessons)?
- Are you beginning to feel like you belong here?
- Is there an activity you've observed that you would like to try leading?
- What do you think the children learn during the first few weeks in this classroom?
- How do you see your role in our work together?

Questions that Student teachers and Penn Mentors ask of Classroom mentors:

- What concerns do you have?
- How do/did you know when it was time to switch to another activity?
- Why did you decide not to do the activity you had originally planned?
- What are the most important things you hope the children will learn during the first few weeks in our classroom?
- Are you beginning to feel like I belong here?
- Is there an activity that you would particularly like me to try?
- Do you think I'm participating actively enough with the children?
- Is this beginning-of-school similar to beginnings in other years? How?
- What do you see going on in the classroom that maybe I haven't noticed?
- How do you see your role in our work together?

Questions that Student Teachers and Classroom Mentors ask of Penn Mentors:

- What concerns do you have?
- Is the Student Teacher getting enough time to observe/participate?
- What are the most important things you hope the Student Teacher will learn during the first few weeks in a classroom?
- What do you look for when you observe in a classroom?
- What kinds of questions do you think are important for the Student Teacher and Classroom Mentor to ask each other?
- How can the Student Teacher's assignments from Penn fit into the curriculum of our class?
- How do you see your role in our work together?
- How can we be sure we are filling each other in on what is going on, and finding enough time to share ideas and concerns?

Appendix F: Action Planning Template for a Student Teacher’s Semester

So that both the student teacher and the classroom mentor have a general idea of what lies ahead, some have found that it helps to sketch out a rough “action plan” for the student’s semester. Below is a sample of what an action plan looks like. Action plans are for your own benefit and are not collected by the program.

An action plan is typically worked out collaboratively by both the student and classroom mentor and approved by the Penn mentor. At times it may be necessary to adjust and modify the initial plan. You may wish to use the following suggested sequence. However, your plan should be specific to your particular assignment.

Student Teacher _____ Semester _____

Classroom Mentor _____ Date _____

Penn Mentor _____

Fall semester:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Second Semester plan:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

** Please note: Fulltime teaching should be at least a two week span of 10 consecutive school days. (Or, this year, 20 consecutive half days surrounding PSSA testing.) You may also want to separate your two weeks with Spring Break and adjust this accordingly.

* Remember – this is only a suggested, possible framework. It is up to you and your CM to develop a plan that works for you.

* Special Thanks to Arlene Shank for suggesting this planning template.

Appendix G: Appendix – Videotaping one lesson each semester

The purpose of this requirement is not to capture the perfect teaching moment. If such a moment occurred it would not help you as much as being able to look at something you're still learning. The purpose of videotaping a lesson is to gain additional perspective on your teaching by seeing yourself in the way others may see you, and by analyzing a short piece of this tape to share with your Penn Mentor and other students in your site group. You might even want to use it to capture something/someone that's driving you crazy. Whatever you do, don't think of this as something to show prospective principals that will certainly kill the possibility of genuine learning (that, of course, comes with risk).

While we recognized that showing a segment at a meeting might make students feel vulnerable, we feel that the site team is a group that gets to know each other well and that this would be a chance to build trust and knowledge of each other.

- Setting the date: Students are responsible to arrange for help from their Penn Mentor videotaping a lesson (Note: It is not the Penn Mentor's responsibility to initiate this appointment or to get the equipment there).
- Consent: Prior to videotaping (ideally, in the beginning days of school, students are responsible to arrange for consent forms for videotaping to be sent home in advance of filming (see Appendix G. While the School District of Philadelphia requires you to get consent forms for video-taping, if you tape a small group lesson you only need to get consent from those kids in the group.
- Signing out cameras / avoiding camera shortages: Student teachers are responsible for signing out a video camera from the GSE video lab or from the Weigle Information Commons. If necessary, the student and the Penn Mentor may arrange for another student teacher to do the actual taping. We ask that you do not use video cameras supplied by your schools when filming your lessons. Insofar as filming your lessons can be seen as "GSE Business," as opposed to the business of educating the elementary students, you should keep the school's cameras just for tasks related to the education of the elementary students. The intent is to avoid the sticky situation that has come up in the past when student teachers break a school's camera and the school is justifiably upset.
- Showing the video at a site meeting: Students are then responsible to pick a short (no more than 5 minute) segment to show at a site meeting with other students, or if they choose, with other students and other Classroom Mentors.
- Posing a focusing question: Before showing the video at the site meeting, the student should pose a focusing question that s/he would like the group to think about and discuss. The segment that you pick should not necessarily be one that is fantastic, or terrible; but rather one that you feel that you have something to learn from. Notes from your discussions can be used (or not) as data in your integrative assignments as you see fit.

Video-taping policy of The School District of Philadelphia

**Note: Student teachers not teaching in the SDP should consult their teacher for the policy of their school or district.*

Student teachers must send home a copy of the release form provided below to be signed and returned by a parent or guardian. The form allows children to be videotaped and, if returned, is the only step necessary to get clearance. **(WAIVER AND RELEASE start on next page for ease of copying. It is provided in both English and Spanish.)**

It is School District policy that students' names should not be posted on the internet (even on their work)

**Note: The School District of Philadelphia is very clear in saying that under no circumstance can the children's faces or images be put onto the internet-some fear of child pornography, etc. So while students can be videotaped, these videotapes (or any other images) may not be on the internet, except with the appropriate signature on the form below. Student names should not appear with any photos or student work that is used on the internet.*

WAIVER AND RELEASE

University of Pennsylvania

Graduate School of Education

Dear Parent or Guardian,

On behalf of our Teacher Education Program, we are writing to ask for your permission to videotape and take photos in your child's classroom. Please review the intent of each section of the consent form, and sign and return it by _____. Do not hesitate to contact us if you have questions or objections about doing so. Thank you for your help in preparing future teachers.

Kate Kinney-Grossman
Instructor/coordinator
Master's Program in Secondary Education
215 898 5186 kinneym@gse.upenn.edu

NancyLee Bergey
Instructor/coordinator
Master's Program in Elementary Education
215 898 5356 nancylee@gse.upenn.edu

The student teacher in your child's classroom is enrolled in a Master's degree program at the University of Pennsylvania ("Penn"). As a part of the student teachers' program, we ask them to videotape themselves teaching at least one lesson per semester as a way of getting a different perspective on their practice. Sometimes the student teacher also takes photographs of classroom activities as another way to learn about effective ways to teach.

We use these photos and videotapes primarily to assist the student teacher in learning how to teach. In these cases, the photos and videos are seen only by students and instructors at Penn for internal, educational purposes.

We sometimes like to use photos or video clips for recruiting and publicity purposes, for example to help prospective students learn about our program. Below you will find some examples of images we would use for these types of external, recruiting purposes.

_____ Optional: Check here if you would prefer that your child's image NOT be used on the Teacher Education program's world wide web site.



****ALL PARENTS & GUARDIANS****

I hereby release the Graduate School of Education and the University of Pennsylvania, and their respective trustees, officers, employees, agents and assigns, and waive any and all claims or demands that I may have against any of them for damages or remuneration in connection with the use of my minor child's likeness in the manner and for the purposes authorized in this document.

I warrant that I am at least eighteen (18) years of age and acknowledge that I have thoroughly read and understand this Waiver and Release Form. I understand that any videotape, audiotape, film, photograph or other recording made under this Agreement belongs to the University of Pennsylvania, that it may be cropped, edited or otherwise modified as needed and that my child and I will not receive any payment or other compensation in connection with the making or use of such recordings.

CHILD'S NAME: _____ **PARENT/ GUARDIAN'S NAME:**

DATE: _____ **PHONE:** _____

ADDRESS: _____

PARENT/ GUARDIAN'S SIGNATURE: _____

AUTORIZACION
Universidad de Pennsylvania **Escuela de Posgrado en Educación**

Estimados padres o tutores/as,

En nombre de nuestro Programa de Formación Pedagógica, les escribimos para pedir su permiso para grabar en video y sacar fotos en el aula de su hijo/a. Por favor, lean con cuidado cada sección de esta autorización, firmenla y devuélvanla para la fecha _____. No duden en contactarnos si tienen preguntas o inconvenientes con respecto del contenido de esta forma. Gracias por su ayuda en la preparación de los maestros del futuro.

Kate Kinney Grossman
Instructora/coordinadora
Programa de Maestría en la Educación Secundaria
215 898 5186 kinneym@gse.upenn.edu

NancyLee Bergey
Instructora/coordinadora
Programa de Maestría en la Educación Primaria
215 898 5356 nancylee@gse.upenn.edu

El/la maestro/a en prácticas que está trabajando en el aula de su hijo/a, está matriculado/a en un Programa de Master en la Universidad de Pennsylvania (Penn). Como parte del programa de maestros en práctica, pedimos que nuestros estudiantes se graben en video durante por lo menos una lección cada semestre para poder conseguir otra perspectiva sobre su práctica. A veces el/la maestro/a en práctica también saca fotos de actividades en la clase como otro modo de aprender técnicas y estrategias eficaces de enseñar.

Usamos estas fotos y videos principalmente para ayudar al maestro en prácticas a aprender a enseñar. En estos casos, las fotos y videos son vistos solo por los estudiantes e instructores de Penn para propósitos educativos, y por ende no salen de la Universidad.

De vez en cuando usamos fotos o videos para propósitos de reclutamiento y publicidad, por ejemplo para ayudar a potenciales estudiantes a saber de nuestro programa. A continuación se encuentran algunos ejemplos de imágenes que usaríamos para este tipo de propósitos externos a la Universidad.

_____ Optativo: Indique aquí si preferiría que la imagen de su hijo/a NO aparezca en el portal del Programa de Formación Pedagógica.



****TODOS LOS PADRES Y TUTORES/AS****

Por la presente eximo la Escuela de Posgrado en Educación de la Universidad de Pennsylvania, y a sus respectivos regentes, oficiales, agentes y cesionarios, y renuncio a toda reclamación o demanda que yo pueda tener contra alguno de ellos por daños y perjuicios o remuneración relacionados con el uso de la imagen de mi hijo/a menor de edad en la forma y para los propósitos autorizados en este documento.

Aseguro que tengo al menos dieciocho (18) años de edad y afirmo que he leído y entendido a fondo esta Autorización. Comprendo que la grabación en video, en audio, en filme, en fotografía o en cualquier otra forma de grabación hecha bajo este Acuerdo pertenece a la Universidad de Pennsylvania, y que se le puede cortar, editar o de cualquier otro modo modificar según sus necesidades sin que ni mi hijo/a ni yo recibamos ningún pago u otra recompensa relacionados con la confección o el uso de estas grabaciones.

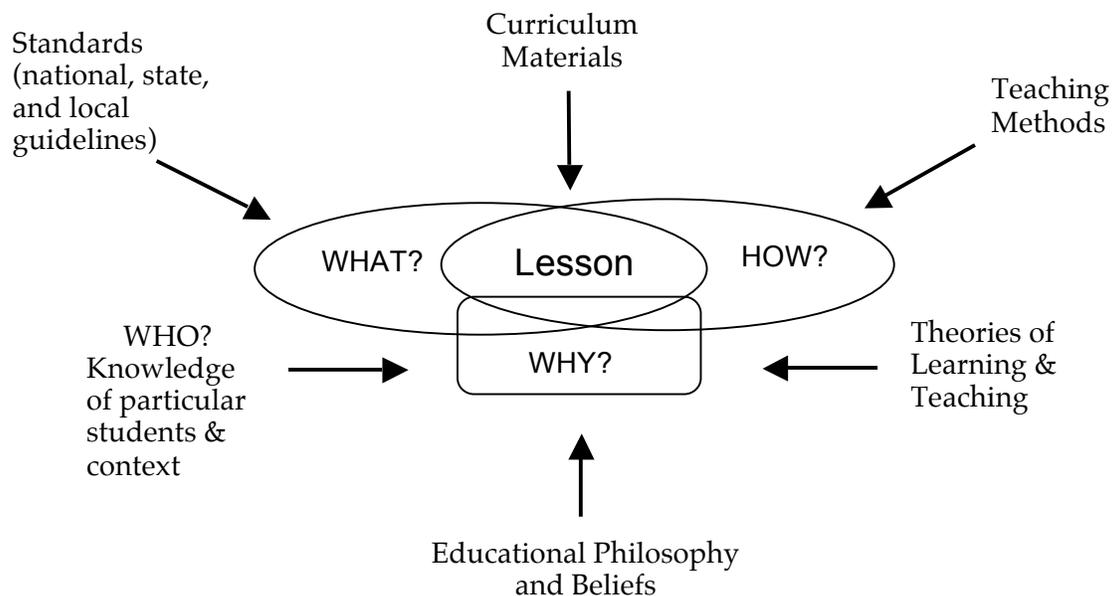
NOMBRE DE HIJO/A: _____ **NOMBRE DE PADRE/TUTOR/A:** _____

FECHA: _____ **TELEFONO:** _____ **DIRECCION:** _____

FIRMA DE PADRE/TUTOR/A: _____

Appendix H: Core Decisions of Lesson Design / Lesson Plan Template

In preparation for writing a more standard lesson plan (see Lesson Plan Template on following page) we, as a faculty, believe that addressing the following “core decisions of lesson design” (Staub, West, & Bickel, 2003) is also essential; that knowing the answers to these questions allows greater flexibility in reaching one’s goals, and can represent “a profound change in the definition of teaching—from teaching as *mechanically implementing* curriculum to teaching as *mindfully making use of* curriculum” (pp. 5-6).



Framework for Lesson Design and Analysis (adapted from Staub 1999, 2001)

Core Decisions of Lesson Design

In narrative form, speak to the following core decisions.

What

What is the curricular content to be learned by the students? What are your learning goals for your students? What concepts, strategies, and/or skills do you want students learn? Your goals should specify both content and process goals.

How

How will you teach the content? What are your underlying teaching methods and strategies? What kinds of activities will you engage students in to support their learning?

Why

Why have you selected the topic and goals and the particular teaching methods? What factors have influenced your decisions? Here you should discuss how your core decisions about the *what* and the *how* were influenced by factors such as standards, curriculum, particular methods,

theories about learning and teaching, your educational philosophy and beliefs, and what you know about your particular students, their experiences, and the curriculum in the class.

Lesson Plan Template

Goals / Objectives

In clear and specific terms, say what it is you hope your students to accomplish.

Standards (and Assessment Anchors, if applicable)

Note which the standards and assessment anchors this lesson will help students to accomplish.

Materials and preparation

List the materials you will need to prepare for the lesson.

Classroom arrangement and management issues

Briefly describe the physical arrangement of the class with respect to managing your plans in the particular space:

1. Describe the classroom arrangement you will use; explain why you have chosen it. Consider where students will be for each part of the lesson and how they will get there.
2. Describe how students will get the materials needed.
3. Anticipate management concerns likely to arise and describe steps you will or have taken into address them.

Plan

Include the imagined sequence of events (with a time estimate for each part of the lesson)

- 1) the “hook”
- 2) the body of the lesson
- 3) closure (if appropriate)

For each portion of the lesson, specify focus questions that you plan to ask or problems that you will pose that will help you structure the activity. This is particularly important for sharing/discussion times. It is not enough to indicate that you will bring the class together for a discussion. You need to specify how you will shape the discussion and what kinds of things you will be listening for and attending to during it.

Assessment of the goals/objectives listed above

Describe how you will assess students with respect to your goals. What evidence of student learning will you gather (written work, class discussion, observations) and how will you gather it? Explain how this evidence will help you assess progress toward your goals.

Anticipating students’ responses and your possible responses

- a) Management issues
- b) Response to content of the lesson

Accommodations

- a) Accommodations for students who may find the material too challenging
- b) Accommodations for students who may need greater challenge and/or finish early?

Appendix I:

**PRE-ARRANGED LESSON OBSERVATION FORM
Graduate School of Education, University of Pennsylvania**

Student Teacher _____ Evaluator _____

School _____ Grade _____ Type of school _____

Date: _____ Was this lesson videotaped? _____ Was the video shown at a site meeting? _____

.....

The bulleted points that appear below have been taken from the Descriptive Profile form that will be completed at the end of each semester by each student teacher, Penn mentor and classroom mentor. We have included them here—not because we expect that each one will necessarily be addressed in your discussion after the pre-arranged lesson—but as notes that they can jog your memory and so that they are considered throughout the semester.

1. Planning, assessing and evaluating

Student teachers are expected to:

- Student teachers are required to submit a lesson plan to their Penn Mentor for all pre-arranged lessons. These should be given with sufficient time for the Penn mentor to review, provide feedback, and for the student teacher to subsequently revise them before teaching.
- Student teachers are also required to submit lesson plans to classroom mentors for any lessons that they teach. Student teachers should check to see what format(s) are acceptable to the classroom mentor (see some possible formats in appendix) and amount of time ahead of time the CM would like to receive them.
- Demonstrate creativity and/or adaptability by varying: pacing, types of media and materials, sizes, types and composition of student learning groups; and
- Draw on a variety of methods to assess students’ ongoing learning and use this information to plan subsequent teaching.

2. Building a classroom community

Student teachers are expected to:

- Establish a supportive learning environment in which children feel secure to take risks;
- Promote student participation by encouraging *all* students to raise questions, enter discussions, and collaborate with peers;
- Build a repertoire of strategies that foster respect and student responsibility for their own and each other’s learning;
- Implement strategies to resolve management issues consistently, fairly, and with minimal disruption to classroom routines;
- Use existing routines and/or establish new ones to build and maintain community; and
- When appropriate, frame rules, routines, and redirecting comments in terms of the individual student’s responsibility to the group.

3a. Knowing, motivating and engaging students

Student teachers are expected to:

- Make curricular, pedagogic, and organizational decisions that make sense in light of individual students’ interests, strengths, prior knowledge and skills, developmental capabilities, approaches, and needs as learners and members of the classroom community;
- Attend to the diversity of culture and experience that students bring into the classroom and value these differences as resources for student and teacher practice;
- Provide an organized, safe, respectful environment and clear expectations; and
- Create authentic tasks or activities and assignments with meaningful connections to issues and problems students will encounter outside of classroom.

In the spring:

- Enact lessons, units, and classroom activities and structures that elicit, build upon, and make visible authentic student inquiry and student thinking.

3b. Knowledge of content and pedagogy

Student teachers are expected to:

- Create educational experiences that draw on: school district mandates; the expectations of the classroom mentor; and both their own and the students’ knowledge, interests and questions;
- Recognize the opportunities and constraints of the national and local standards;
- Adjust and improve plans and decisions in response to the changing conditions of the classroom context; and
- Use a variety of teaching methods.

In the spring:

- Demonstrate facility in long-range planning

4. Becoming a member of the profession

Student teachers are expected to:

- Act ethically and with integrity;
- Demonstrate respect for families and cultures and attend to the challenges of teaching students whose background differs from their own;
- Be alert to and curious about the relationship of the classroom to larger school and societal contexts;
- Be reflective about their own practice; continue their own learning, and take advantage when appropriate of professional development opportunities;
- Be open to constructive feedback from others, manage situations of their own stress and conflict appropriately; and
- Be considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues.

Part I: Notes taken before the lesson (Feel free to attach additional sheets)

Part II: Notes taken during the lesson.

Description of events

Commentary on events

Part II (Cont.): Notes taken during the lesson (Feel free to attach additional sheets)

Description of events

Commentary on events

Part III: Notes taken after the lesson (i.e. During the debriefing discussion)

Appendix J: DESCRIPTIVE PROFILE OF THE STUDENT TEACHER

Graduate School of Education, University of Pennsylvania

Student Teacher _____ Evaluator _____

School _____ Grade _____ Type of school _____

Date: _____



We see learning to teach as an on-going process that only begins in the student teaching year. The following categories and questions are designed to frame a conversation between the student teacher, classroom mentor and Penn mentor.

We have delineated a few of the central dispositions to look for under each category followed by a set of questions. Please *do not* skip the recommendations for practice section; even the strongest student teachers have areas where they can improve. This feedback is critical to the student teacher’s learning.

The student, classroom mentor and Penn mentor should all take notes using these questions prior to the descriptive profile meeting. From past experience, we have found that it is important that if one of you does not have an opportunity to prepare notes beforehand the meeting should be rescheduled. These notes are meant to be only the starting point for the conversation.

1. Planning, assessing and evaluating

Student teachers are expected to:

- Write lesson plans in advance and in consultation with their classroom and/or Penn mentor;
- Demonstrate creativity and/or adaptability by varying: pacing, types of media and materials, sizes, types and composition of student learning groups; and
- Draw on a variety of methods to assess students' ongoing learning and use this information to plan subsequent teaching.

In your conversation, please consider these questions:

Description of practice:

What stands out for you?

What are the student teacher's strengths and areas of vulnerability?

What are you still wondering about?

Recommendations for practice:

What should be worked on next?

What are your goals and plans?

(Note: the goals & plans might be co-constructed during the meeting itself.)

2. Building a classroom community

Student teachers are expected to:

- Establish a supportive learning environment in which children feel secure to take risks;
- Promote student participation by encouraging *all* students to raise questions, enter discussions, and collaborate with peers;
- Build a repertoire of strategies that foster respect and student responsibility for their own and each other's learning;
- Implement strategies to resolve management issues consistently, fairly, and with minimal disruption to classroom routines;
- Use existing routines and/or establish new ones to build and maintain community; and
- When appropriate frame rules, routines, and redirecting comments in terms of the individual student's responsibility to the group.

In your conversation, please consider these questions:

Description of practice:

What stands out for you?

What are the student teacher's strengths and areas of vulnerability?

What are you still wondering about?

Recommendations for practice:

What should be worked on next?

What are your goals and plans?

(Note: the goals & plans might be co-constructed during the meeting itself.)

3a. Knowing, motivating and engaging students

Student teachers are expected to:

- Make curricular, pedagogic, and organizational decisions that make sense in light of individual students' interests, strengths, prior knowledge and skills, developmental

capabilities, approaches, and needs as learners and members of the classroom community;

- Attend to the diversity of culture and experience that students bring into the classroom and value these differences as resources for student and teacher practice;
- Provide an organized, safe, respectful environment and clear expectations; and
- Create authentic tasks or activities and assignments with meaningful connections to issues and problems students will encounter outside of classroom.

In the spring:

- Enact lessons, units, and classroom activities and structures that elicit, build upon, and make visible authentic student inquiry and student thinking.

In your conversation, please consider these questions:

Description of practice:

What stands out for you?

What are the student teacher's strengths and areas of vulnerability?

What are you still wondering about?

Recommendations for practice:

What should be worked on next?

What are your goals and plans?

(Note: the goals & plans might be co-constructed during the meeting itself.)

3b. Knowledge of content and pedagogy

Student teachers are expected to:

- Create educational experiences that draw on: school district mandates; the expectations of the classroom mentor; and both their own and the students' knowledge, interests and questions;
- Recognize the opportunities and constraints of the national and local standards;
- Adjust and improve plans and decisions in response to the changing conditions of the classroom context; and
- Use a variety of teaching methods.

In the spring:

- Demonstrate facility in long-range planning

In your conversation, please consider these questions:

Description of practice:

What stands out for you?

What are the student teacher's strengths and areas of vulnerability?

What are you still wondering about?

Recommendations for practice:

What should be worked on next?

What are your goals and plans?

(Note: the goals & plans might be co-constructed during the meeting itself.)

4. Becoming a member of the profession

Student teachers are expected to:

- Act ethically and with integrity;
- Demonstrate respect for families and cultures and attend to the challenges of teaching students whose background differs from their own;
- Be alert to and curious about the relationship of the classroom to larger school and societal contexts;
- Be reflective about their own practice; continue their own learning, and take advantage when appropriate of professional development opportunities;
- Be open to constructive feedback from others, manage situations of their own stress and conflict appropriately; and
- Be considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues.

In your conversation, please consider these questions:

Description of practice:

What stands out for you?

What are the student teacher's strengths and areas of vulnerability?

What are you still wondering about?

Recommendations for practice:

What should be worked on next?

What are your goals and plans?

(Note: the goals & plans might be co-constructed during the meeting itself.)

Appendix K: PDE 430: Pennsylvania Statewide Evaluation Form for Student Professional Knowledge & Practice

Student's Last Name	First	Middle	Social Security #
Subject(s) Taught			Grade
Level			

This form is to serve as a permanent record of a student teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation – Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

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

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans
<input type="checkbox"/> Resources/Materials/Technology
<input type="checkbox"/> Assessment Materials
<input type="checkbox"/> Information About Students | <input type="checkbox"/> Student Teacher Interviews
<input type="checkbox"/> Classroom Observations
<input type="checkbox"/> Resource Documents
<input type="checkbox"/> Other |
|---|---|

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

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

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

Student Teacher’s performance appropriately demonstrates:

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

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

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

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

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

Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

Justification for Overall Rating:

Student's Last Name	First	Middle	Social Security
Number			

District/IU	School	Interview/Conference
Date		

School Year: _____ Term: _____

Required Signatures:

Supervisor/Evaluator	Date:
: _____	_____
Student Teacher:	Date:
_____	_____
Certification Officer:	Date:
_____	_____

Certification Area:	(To be completed by Certification Officer)	PDE – Certification Code:	(See Reverse)
_____	_____	_____	_____

Appendix L: Student Organizations (including African American, Asian, Latino, GLBT groups)

Announcements of events for all GSE student organizations can be found on the video screens in the building, student lounge bulletin board, on the GSE website and through email.

•The Association of African American Graduate Students in Education (AAAGSE)

AAAGSE is a supportive network at GSE for African American students. AAAGSE's main goal is to create an environment at GSE that enables African American students to utilize their unique gifts and talents fully in their chosen fields. AAAGSE sponsors social events, poetry readings, interest dinners and community service projects. Contact Rob Connor at rconnor@dolphin.upenn.edu.

•Caribbean & Latino Students Association (CLSA)

CLSA's mission is to promote knowledge of and interest in Caribbean and Latin American cultures while recognizing and integrating the needs of Caribbean and Latino/Latina students at GSE. CLSA activities include social and cultural outings, potluck dinners, panel discussions, lectures, and community service. Contact Dahlia Setiyawan at dmorrone@dolphin.upenn.edu.

•The Chinese and Taiwanese Students Association

CSA provides Chinese students opportunities to share life experiences with each other and is designed to eliminate the anxiety of studying abroad and acquaint new students with the community. Contact Yu-Fang Chang at yufang@dolphin.upenn.edu.

•Comparative and International Education Forum

The international education discussion group provides a forum in which students can present their own research related to international education and give and receive feedback from their peers. We hope to stimulate discussion and provide opportunities for students to practice academic skills of critique and peer review. Contact Sonya Gwak at sgwak@dolphin.upenn.edu

•The Educational Linguistics Forum (ELF)

ELF explores the dynamic relationship between linguistics and education by supporting and promoting student research in the transdisciplinary field of educational linguistics.

Visit <http://dolphin.upenn.edu/~pennelf/ELF/contact.html>.

•GSE Online Journal: Penn GSE Perspectives on Urban Education

Penn GSE Perspectives on Urban Education provides an interactive forum to investigate critical issues in urban education. It fosters conversations about the complexities of urban education among practitioners, researchers, policymakers and graduate students. It hopes to increase cooperation and understanding among all those concerned about urban education. Go to <http://www.urbanedjournal.org>.

•GSE Out-Ed

Out-Ed provides a variety of educational, cultural, and social activities for students interested in gay, lesbian and bisexual issues in education. For more information, contact Jennifer Moore at outed@dolphin.upenn.edu.

•GSE Student Organizations Council (SOC)

The Student Organizations Council consists of volunteers from each of GSE's 4 divisions. The SOC supports and allocates funds to GSE student organizations. Contact Lois MacNamara (loism@gse.upenn.edu) if you want to get involved during the academic year.

•The Japanese Student Association (JSA)

JSA is designed to help Japanese students exchange information about issues at GSE, job and career

opportunities, and to strengthen friendships between Japanese students. Contact Junko Takada at takadaj@dolphin.upenn.edu.

• **Korean Student Association (KSA)**

Established to help students interested in Korea to share information related to academe as well as life in Philadelphia and at Penn. They hold regular meetings to discuss current educational issues in Korea and in the States. Contact Saerom Kim at saerom@dolphin.upenn.edu.

• **Penn Tutors for English Language Learners (PennTELLs)**

PennTELLs provides tutoring and mentoring service to second language learners in Philadelphia schools. If you want to participate, contact Connie Lee at leeje@dolphin.upenn.edu or Anna Lee at annalee3@dolphin.upenn.edu.

• **Teaching Justice**

Teaching Justice provides a forum for discussion and raising awareness of peace and social justice issues in education in order to create positive social change. If interested please contact teachingjustice@yahoo.com.

• **Technology Resource Group (TRG)**

The goal of TRG is to serve as a gateway to both on-campus and professional resources in technology and education and to provide technology workshops and training for members of the GSE community. TRG meets bi-monthly to hold information meetings and presentations of member projects and member-run workshops on the use of certain applications for teaching and research (i.e. Using Excel for Gradesheets, Database Basics, PowerPoint for Presentations, Getting Started on Your Homepage, etc.) Contact Shannon Sauro at totoro@dolphin.upenn.edu.

University-Wide Graduate Student Organizations

A full listing of student group web pages is available at <http://dolphin.upenn.edu>.

• **The Graduate and Professional Student Association (GAPSA)**

GAPSA is a federation of student governments from the 12 graduate and professional schools. It functions as the University-wide student government for graduate students and serves as the advocate and political representative body for graduate students. Interested students should contact the GSE/SA Executive Committee for more information at 251 Houston Hall, 215-898-3150. Announcements of GAPSA events can be found in The Daily Pennsylvanian, by email, and online at www.gapsa.upenn.edu. You can represent the interests of GSE by attending monthly meetings (lunch is provided)

• **Graduate Inter-School Activities Council (GISAC)**

An autonomous committee of GAPSA, GISAC includes ethnic, cultural and sports clubs. Contact: 251 Houston Hall, 215-898-3150.

• **Graduate Student Associations Council (GSAC)**

<http://dolphin.upenn.edu/~gsac/>

The student government of all Ph.D. students and all students in the School of Arts and Sciences. Contact: 215-898-7929.

• **Black Graduate And Professional Student Association (BGAPSA)**

<http://dolphin.upenn.edu/~bgapsa/main.html>

A federation of African-American graduate students at Penn. Members are drawn from all 12 schools and serve as the main political voice for black students. Contact: 251 Houston Hall 215-898-1495.

• **Lambda Grads**

<http://dolphin.upenn.edu/~lgrads/>

Provides social, educational and political activities for students from the 12 schools. The group meets every Friday night in Houston Hall. Contact: Lesbian, Gay and Bi-Sexual Alliance, 243 Houston Hall, 215-898-5270.

International Student Organizations

These nationality clubs include the Association of Chinese Students (People's Republic of China), Association of Turkish Students, Chinese Graduate & Professional Student Association (Taiwanese), Graduate Pakistani Student Association, Korean Graduate Student Association, The Lebanese Club, the Muslim Student Association (Friday prayer 1pm, 245 Houston Hall), and the Penn African Student Association. International students elect a representative to GAPSAs each year.

Appendix M: Teacher Candidate's job search timeline

For more information contact Sharon Fleshman, GSE Career Services Manager at 215-898-4381 or fleshman@pobox.upenn.edu

Summer:

Consider taking the PRAXIS I exam before starting the summer term. When students speak about this test they say, "It is like an SAT or GRE, but much easier. Why not take it when you are fresh and check one item off of your list? We suggest that you wait until after methods classes in the fall to take PRAXIS II, a two part exam. But you could register to take those in December or January NOW.

September:

Orient yourself to your student teaching positions.

Decide when you will take the PRAXIS exams, with the goal of having them completed by January. Sign up ahead of time and block the appropriate dates on your calendar.

NOTE: Fully invest in student teaching. There is no second chance to give a good "first impression." Behave like a teacher, not a student. You are creating your reputation as a teacher now, in addition to developing and refining your teaching and management skills. Among other things, school districts will require two or three letters of reference. Those with whom you work as a student teacher are important references for you. Give them lots of positive material; allow them to talk about the special/unusual contributions you have made and the extra effort that you have extended to students, your staff team and to the school.

Contact Sharon Fleshman to join the GSE Career Information email distribution list. Career events and job opportunity announcements will be a regular part of the list contents.

October:

Prepare a resume if you are interested in Independent Schools. Teachers' resume models are available in Career Services (McNeil Bldg -3718 Locust Walk- Suite 20)

Independent School placement agencies begin their search for candidates. A resume collection will begin for the placement agencies by about the second week of October. Announcements about resume collections will be forwarded to on the GSE Career Information email distribution list. The Career Services web site will also post information about the agency visits as the time for visits draws near. On-campus meetings with placement organizations may begin by the end of October. Independent schools will be looking for teachers in February or March, but the agencies like to identify and screen candidates early.

If you would like to contact the Independent School placement organizations independently, take a look at the Career Services web site to access contact information for placement agencies

<http://www.upenn.edu/careerservices>. Choose "Undergraduates", "College of Arts and Sciences", then "Industry Specific Information" and scroll down to "Teaching."

If you have an interest in meeting Independent School agency representatives, you may wish to contact Sharon for a list of commonly asked interview questions, attend a workshop or have a practice interview. To learn about Independent Schools, access their sites from the Career Services Web Page at <http://www.upenn.edu/careerservices>. Choose "Graduate Students" then "GSE", then "Internet Links for the School of Education" and finally "US Schools K-12."

November:

Think through and plan your job search process (Have you scheduled and/or taken your PRAXIS exams yet?) and meet with Sharon Fleshman to strengthen your resume writing and job search techniques.

December:

Plan your spring semester. Class-work, student teaching, exams and portfolio preparation will keep you busy next semester. This may be a good time to decide *where* you wish to teach and to explore the certification requirements for states of interest to you. Certification exams for distant states may be offered in nearby locations; if you inquire early, you have a better chance at a smooth long-distance search. From the Career Services home page at <http://www.upenn.edu/careerservices> you can access certification information by state. Choose "Graduate Students", then "GSE", then "Internet Resources for GSE" and finally "US Schools K-12". Learn about the process of out-of-state certification ASAP. Even with reciprocity (e.g. NJ) another small test is often required.

January:

If you have not done so, contact Sharon and add your email address to her GSE Career Information Email Distribution List.

Continue to research school systems in Jan and Feb. Many web sites allow you to learn about school systems. Look at school systems in the same Links section of the Career Services webpage where you found information on state-by-state certification in December. The same set of links offers information about independent, day and boarding, and some charter schools.

As you may know, Independent Schools do not require certification and they search for their teachers earlier than public schools. (Note: Independent Schools usually pay less than public schools, although Charter Schools tend to pay about the same as the public systems.)

February:

Complete resume preparation for public school applications. School systems may begin accepting applications for fall teaching positions. They do not yet know all of the positions that may become available. During the spring semester, school systems are not certain of exactly how many openings they will have or in what schools or disciplines positions may be available. In most districts, current teachers are not required to commit to a new school year until late in the spring - perhaps May. During the spring semester, recruiters can only guess at many of the positions that might be available for the coming school year.

Nonetheless, you should contact school districts to ask about their application procedures. Take initiative to write to principals/administrators or teachers of schools that interest you, network with those who know you, and let others know of your interests and educational accomplishments.

It is never too early to get your paperwork (resume and applications) completed, knowing that, as your student teaching progresses through the spring semester, you may add information about your skills and experiences. You may also add certification information to the resume once you are certified or have a date to take an exam.

Tickets go on sale at GSE and Career Services for the Delaware Valley Teachers Job Fair. Look for information about it on the email distribution list.

If you have met all of the requirements, including passing all required PRAXIS exams, you may qualify for Intern status with the School District of Philadelphia (SDP), which enables you to enter their hiring pool in February. Contact SDP's Human resources department, or your program coordinator, for more information.

March:

Spring break may be a good time to travel to your target destination, or to plan visits to target schools nearby. You may wish to arrange meetings with administrators and teachers after mailing your resume if you are seeking a distant teaching destination. Writing to, calling, or meeting with recruiters, administrators and teachers in a district that interests you won't hurt. Some districts will have job fairs in the spring; gather information about areas of interest to you.

Be proactive about contacting schools that interest you and to networking with educators you know, especially for very small, very large, or long-distance districts or for schools and systems through which you earned your own education. The teacher application process is governed by the necessity for documentation and procedures, but human factors often play a role in hiring for all professions.

A few facts about applying to school systems may be helpful in your planning. Teachers apply to each school district separately, although PA has a central application that is accepted by all PA school systems. A new online service for teaching applications and job listings includes many local school systems. For access to the PA application service, go to the home page at www.pareap.net to take a look. For New Jersey schools try www.NJhire.com.

Among other things, school districts will require letters of reference - ordinarily two or three. Those with whom you have worked as a teacher/student teacher are important references for you. Once you have worked with and established relationship with supervising teachers, ask for letters of recommendation. Be sure to leave a reasonable amount of time for letters to be written. Request as many as four letters.

Check the Career Services home page to learn about our CREDENTIALS service. Penn can store your letters in a computer file, copy and mail them at your request. There is a fee for copying and mailing, not for storage. If you have copies of your letters, hold on to them, copy them as needed and include them in your school application packages. School districts often request that required documentation arrive at the district in one package to cut down on their paperwork and filing. Once you have applied, it is your job to check to be sure that school systems have received all necessary documentation for your candidacy.

Opportunities to meet school system representatives will be available to you in our local area and even on our campus. Watch for information on the email list.

The Greater Philadelphia Teacher Job Fair (150 plus school districts) usually takes place late in March (www.homestead.com/dvec). Tickets may be purchased on campus for \$3 from about mid February to mid March. The University of Delaware sponsors an annual teachers' job fair in March for Delaware schools and a second day for other districts (www.udel.edu/CSC/projsearch.html). You must register for this fair. The UD fair has an interviewing format which is advantageous if the school districts of your choice are represented there - check their web site this semester. Many school districts throughout the country will have teacher job fairs also.

Call the districts that interest you, from any state, to determine the best way to meet district representatives. Usually, a personally arranged meeting is best whenever possible as fairs are bustling and crowded.

April and May

Several school districts each year come to campus specifically to meet Penn teacher candidates. Information about on-campus recruiting opportunities will be sent via the GSE Career Information email distribution list.

Interviewing is a multi-step process. Initial interviews are usually screening interviews to determine a candidate's appropriateness. Additional interviews with principals, teachers or teams may follow.

June - August

Many schools are seeking teachers throughout the summer.

Appendix N: Interviewing Tips from Career Services at Penn

- ✓ Be prepared for interviews; you can predict what may be asked and show that you have read up on the school or district. Demonstrate your enthusiasm for teaching and present a positive picture of your accomplishments, skills, pleasant collegial nature and professional demeanor.
- ✓ Ask questions. Base questions on what you have learned about teaching and students' needs for supportive services as well as teachers' needs and development.
- ✓ Dress professionally (suit or jacket and slacks for men, suit, dress or skirt and jacket for women). Be on time.
- ✓ Bring a copy of your resume. Take the interviewer's card or get her/his name and title.
- ✓ Write a follow-up note.

Commonly asked interview questions:

Tell me about yourself.

Why did you choose teaching as a profession?

How do you know what to teach? Describe how you do both short-term and long-term planning.

What factors might cause you to deviate from your plans?

What does the expression "classroom management" mean to you? How would you manage your classroom?

How do you meet the needs of individual students in your classroom?

What strategies or techniques would you use to motivate the reluctant and/or resistant learner?

How do you use technology in your classroom?

Why do we evaluate students?

What do you want to accomplish as a teacher?

How will you go about finding out about students' attitudes and feelings about your class?

A parent comes to you and complains that what you are teaching is irrelevant to the student's needs.

How would you respond?

How do you go about finding what students are good at?

When you have free time, what do you enjoy doing most?

What is the greatest attribute you bring to your students?

What are the qualities of an excellent teacher? Which of these do you have?

What grade level/ subject matter (ie. history or social science) do you prefer and why?

How would you use teacher aides and parent volunteers?

Why do you want to work in this district? (or in an independent school, charter school etc.)

With what kind of student do you most (least) like to work?

What is your philosophy of education?

Some of the BIG issues are:

- Technology (how will you use it – are you good with it- etc)
- Classroom management
- Curriculum development
- Why this particular school (of the school system)?

For more information on interviewing go to the Career Services home page at:

<http://www.upenn.edu/careerservices> . Click "Graduate Students" ... "Graduate School of Education", then "Interviewing" or many other helpful areas for job search strategies and tools. Cover letter and thank you note models are also available at this site and will be helpful in preparing letters for school districts and for following up on interviews and networking meetings.

Appendix O:

Past students' recommendations on how to prepare for Praxis, etc

I did not study for any of the Praxis tests, and I passed with flying colors. The first set of reading/writing/math are similar to the GRE/SAT and do not require any knowledge of the education field. The content knowledge test is basically a test of your general knowledge - there are things on there that you learned in sixth grade science for instance - and no amount of studying (I don't think) would help because you either know the random facts, or you don't. The most challenging was the last one on Curriculum and Assessment and that one does actually pull from what you will have learned at Penn. I suggest taking this one soon after the fall semester, as not much is learned pertaining to the test in the spring, and you don't want to forget what you learned in the summer/fall. Overall though, try not to stress out, and try to get them all finished as early as possible (by the end of Fall/beginning of Spring semester). (04-05)

If you have recently taken the GRE, you should not need to prepare for the PPSTs. As far as the fundamental subjects, your strengths will balance your weaknesses. There are too few questions covering too much information to allow you to study for them. I recommend getting a test prep book to familiarize yourself with the type of questions on the fundamental subjects test and, more importantly, to prepare for the Curriculum, Instruction and Assessment. exam. Kaplan's book helped me a great deal, especially in terms of organizing the information I was picking up from Penn, my field placements, and discussions with other teachers and student teachers. (06-07)

Because i, as well as several other people, signed up for one of the wrong tests, i think that it would be very helpful to emphasize that for Pennsylvania cert..... one needs to take fundamental subjects content knowledge and NOT the praxis required for new jersey cert. which is elementary education content knowledge. The two tests have very similar names and many people in our program took elem. ed. content knowledge instead of fundamental subjects content knowledge.

Try to take all of the Praxis 1 Series as soon as you can--ideally, in the summer before the start of the program while you have time. They're all extremely easy, but I still recommend you get review books. Try to take Praxis 2 exams soon after (in the early part of the program) before the work piles up and also so that you have ample time to prepare for certification." (04-05)

My advice for the Content Knowledge would be to not study at all. At the most you may want to brush up on some social studies and science concepts, with specific regard the upper elementary grades. Anything from the younger grades will be simple to figure out. I didn't study and although I left worried that perhaps I did not pass, I did with flying colors. It's very simple! (06-07)

20720 PPST Writing

Believe it or not, i almost didn't pass this portion of the test, because I misjudged the time allotted to me for the essay portion. I had read up a little bit (like 2 or 3 hours worth of skimming) on what it would be like and what they were looking for in these various tests, and the highest scores in writing went to folks who could answer all parts of the question, but do so in a creative or lyrical way. I nearly ran out of time, trying to craft a creative response to the question I'd been asked, and didn't quite answer all parts of it. I passed, but barely.

10730 PPST Mathematics

This portion was also a breeze.

30511 Fundamental subjects: Content knowledge test

10011 Elementary Education: Curriculum, Instruction, & Assessment

No problem with either of these portions. (04-05)

The **PPST** tests were very easy. Basic math, reading comprehension, and a short essay are all that these tests entail. These are a piece of cake compared to the GRE you had to take.

The Fundamental Subjects: Content Knowledge test has really easy math and literature questions that Penn's methods classes really prepare you for. The social studies and science questions are very random though and might trip you up. I was a little nervous about passing because of the social studies and science questions but I still ended up passing with flying colors. As long as you have paid attention to your methods classes, know the major historical events and general workings of our government, and are generally familiar with the science you learned in elementary school you will do great.

Penn's methods classes really prepare you for the Elementary Education: **Curriculum, Instruction, and Assessment test**. The questions on this test seem like common sense after taking Penn's methods classes.

The Middle School Math test (optional—can be taken to get middle school endorsement in the subject area) had no really difficult math past Algebra, but the problems are time consuming. I would advise to take this soon after the Math methods course and to leave a half hour to do the constructed response questions. I did not finish the constructed response questions, but I still passed with a really good score.

I bought the PRAXIS books from ETS for all of these tests and just reviewed some questions from them a couple days before the test. This wasn't totally necessary, but it might make you feel better if you have an idea of the kind of questions that will be asked. Don't let these tests stress you out! If you can make it through Penn's courses, you can pass these test!

In terms of when to take them, i would say after one has taken the 'methods' courses in the program – I found the review of the academic material that the courses at Penn provided to be 98% of the preparation I needed for the tests themselves.

One final note: I was suprised by the emphasis on Phonics instruction and terminology. While it was included in our work at Penn, it was brought to the fore in the Praxis in a way that I didn't expect.

I took the **middle school math praxis**, and I would say it's not as bad as you think it's going to be! Study up with some SAT practice books, go to the review session and know your functions! Some brush up is probably needed, intense studying is not.

As for the rest of them, review if it makes you feel more confident, but Praxis exams aren't meant to trick you! (05-06)

10011 Elementary Education: Curriculum, Instruction, & Assessment

The only advice I have for the Content Knowledge and Curriculum, Inst., Assess. tests are to become familiar with the format and the types of questions that will be asked. I really do not think there would be any way to study for these tests, as the questions are quite specific and the range of questions that COULD be covered is much too large.

Middle School Mathematics (optional—for those who want to add a middle school math endorsement)

For the middle school math test, I would advise getting a study group together to review math topics that most of us haven't had practice with in several years. (06-07)

I did no formal preparation for any of the exams. The exams were not too difficult- most of the information on them is either common sense or can be inferred from the classes we took at Penn. For the PPSTs, I looked at a review book briefly. I would recommend taking the PPST exams sometime in the fall. If they are taken on computer, they can be taken anytime. The Elementary Education: Curriculum, Instruction, & Assessment, I took in March. I would recommend taking them in the early Spring, so that they can be taken either on the same day or in different months. I took the New Jersey test, 10014 Fundamental subjects: Content knowledge test, in April. I would again recommend taking that test sometime in the spring. The only other piece of advice I have, is that of students have to take the Praxis exams on Monday instead of on Saturday, they must register by the early deadline. So, students should make sure they are aware of the exact deadlines- I could not take the exams in a certain month because I had missed that deadline. ('03/'04)

PPST Reading
PPST Writing
PPST Mathematics

I took all of these at the same time towards the end of the summer. I took it on the computer and it went very smoothly. They cover basic reading, writing, and math skills that are very similar to those found in the SATs or the GREs. To study for these I bought a Barron's Praxis book.

Fundamental subjects: Content knowledge test

I took this test in March. It asks specific questions about each subject. The only thing I did to study for this one was review the Barron's book to familiarize how the test would be set up. This one you take with a paper and pencil and is not offered on the computer.

Elementary Education: Curriculum, Instruction, & Assessment

I took this one in April. It asks you questions about situations in a classroom that occurs and which would be the best way to solve the problems. Some are a little tricky and you can't really study for this one. It's all about your experience in the class that will help you. This one is also a paper and pencil test and is not offered on the computer.

The PPST (Reading, Math, and Writing tests): There is no need to prepare for this one. If one has difficulty with reading comprehension, perhaps they can do some practice questions, but it is not necessary. On the other hand, the math, and writing are pretty straight-forward.

The Elem. Content Knowledge: This is a compilation of the most RANDOM questions. There is a math section (which is fine) a language arts section (pretty straightforward as well, perhaps review some literary terms, poetic devices, etc.) a science section (either you'll remember or you won't) and a social studies section (this section has a lot of civics/government questions. I would review u.s. government/civics, perhaps from some older gradeschool / high school textbooks). ('03/'04)

The reading, writing, and mathematics Praxis were fairly straight-forward. The best thing I found to do for those tests was to review the practice booklets that describe the tests. Getting a good night's sleep and good breakfast helps as well. The tests can be taken all in one day.

For the Content Knowledge test I found reviewing Barron's, How to Prepare for the Praxis, as helpful in focusing my preparation and providing an idea of what to expect.

The most difficult one I found was the Curriculum & Assessment. Again Barron's was helpful, but there were parts of the test which were unexpected. The hardest part of the test was time management, and making sure there was sufficient time to prepare the various essay responses.

About the Praxis exams...The four PPST tests: not bad at all. I did absolutely no prep and I did just fine on all three. I was nervous about going in not even knowing the format, but it wasn't a problem at all. For the longer tests - I did a little bit of preparing, but really only a little bit. I looked at a prep book, but didn't do any of the practice tests. I basically used the book to a) get a feeling for what the test would look like and b) brush up a little. Sure, some of the content knowledge stuff seemed kind of hard, but I don't think the practice book would have changed any of my answers, and I did just fine.

My recommendations:

- start early in the year, you don't want to get stuck with any tests left after the June date, or you have to wait till mid/late September to finish tests, and therefore finish certification

- bring extra pencils and erasers, and try to be relaxed!

From my own experience with the Praxis exams, I found that I made a much bigger deal about them than was necessary. I felt that the majority of the information on all the tests was general knowledge. However, there were always a few questions on every test that stumped me. I did buy a study guide (Barrons), which I found to be pretty helpful. I reviewed each section about a week prior to each exam and this was enough studying for me. However, there was a lot of information on some of the tests (e.g. Content Knowledge) that I learned from my course work and readings. Mind you, everyone comes to these types of tests with pre-existing background knowledge and expectations. Thus, each person handles these types of tests differently. For example, in particular, I found the writing section of the general knowledge tests to be the most difficult out of all the sections and my background was in English! (I don't know what that means!) In sum, I think that as long as students are consciously doing their work in their courses (e.g. discussions, readings, etc.) as well as reviewing somewhat for the exams (e.g. a study guide), then they will have few to no problems.

You can tell the new students that the Praxis exams are NOT difficult, and that you don't need to do all that well to pass. (You might not want to put this in, but I really thought they were a big waste of time.)

The PPST tests are like dumb-downed versions of the SAT II subject tests. I looked over the Barrons' book to calm my nerves, but I would have been fine without it.

The content knowledge test covers basic information about math, science, social studies (mostly geography and American history/politics), and language arts. Students may not remember all of the information from their fourth grade classes, but there are enough questions about common knowledge that they should be fine. I looked at the Barron's book briefly before this one also, but it wasn't necessary.

The Curriculum and Assessment test was not difficult. A lot of the information is covered in GSE classes, and the rest is all common sense. I didn't prepare for this one at all.

Basically, the only thing I used to prepare was the Barron's book. I never bought it - I just read it at the Penn book store. It did more to calm my nerves than prepare me. If I were to do it over again, I wouldn't even do that much. The tests are pretty long and tiring, so students should get a good night's sleep beforehand.

Here's my advice on the Praxis. It may not be professional or what the testing people may want to hear but... Don't study! I didn't open a book for any of the Praxis exams. I didn't even know the format of the tests going in. I aced every one. I am not a superb test-taker or anything, nor am I a genius. The Praxis tests are all just common sense and they do not require stress of study. They're just a formality. If you can survive Penn's program, you can pass the Praxis tests.

I remember thinking that these tests were just very logic based in their questions (all but the Curriculum and assessment that actually asked specific questions on specific theories).

So my advice would be to take these tests like you take ANY standardized test: two answers are always way off base, and 2 answers are more closely related to the question. After eliminating the

2 "useless" pick the one that, and I hate to say this, "is the most PC" or "has the better buzzword" in it. Really, that is the best way...

The hardest for me was the curriculum and instruction... but again, it was all "This theory does this" and "That theory means that" and "You use this when faced with this" and it is all commonsense in the end. Just use the testing strategies.

The first 3 exams include very basic knowledge. There's no need to prepare or worry. They're very easy. The Content Knowledge exam is also stuff you know already from grade school. There will be some things you don't know, but not enough to cause you to fail. There's no need to prepare for this one, except look at a Praxis practice book to get an idea about some of the questions. I would recommend taking the last 2 exams in the 2nd semester after having some theory and work in the classroom. Looking at a Praxis book also helped to get an idea about the questions and format of the exam. But, there is no need to study or stress. I very prepared for all of the exams, and passed without a problem.

Elementary Education:

Again, no fear. It's basic information that even if you think you're a little shaky in one area, you'll do fine.

Instruction & Assessment:

This test asks you about literacy, math, science, social studies, arts & PE, and general curriculum, instruction and assessment. By March you are more than prepared to pass this test.

I would reiterate as much as possible (and definitely allow students to ask questions during the alumni panel) that the best way to study is to just buy a study guide and make yourself familiar with the test so it isn't totally new on the day you take it. At the time of the test, things will seem a lot harder than they truly are. You may leave with not the best feeling, but coming from Penn, we are all prepared to pass these tests and it is highly unlikely that you will fail. The first four are simple - just go over basic math, grammar from a test guide. Content Knowledge...can't possibly study and can't possibly know all the answers but you will get enough right to be okay most likely. Curriculum -everything we learned in classes as well....Take it at the end...Okay, hope this helps...

helps some. I would be more than happy to answer any additional questions or help out in any way I can. Laura and I went through a lot last year, but learned a lot through the process. [Written by a graduate of the Secondary Program]