

Bryn Mawr/Haverford Education Program

Certification Handbook



*For Teacher Certification Candidates in
Secondary English, World Languages, Science,
Math, and Social Studies (Grades 7-12)*

www.brynmawr.edu/education

(610) 526-5376

Last updated 9/2/10.

TABLE OF CONTENTS

Secondary School Certification Areas	1
Course Requirements	
• Education courses	2
• Subject area courses	2
Entrance Requirements	
• Admission to and retention in the Certification Program	6
• Admission to Student Teaching	7
Praxis Exams	8
Portfolio (Overview)	9
Practice Teaching	
• Practice Teaching Overview	11
• Student Teacher’s Responsibilities	12
• Tips for Student Teachers	13
• Cooperating Teacher’s Role	14
• College Supervisor’s Role	15
Application for Pennsylvania Certification	17
Career Resources and Job Hunting	17

APPENDIX

A. Checklist	18
B. Description of Student Teaching Evaluation and Narrative Assessment Form	20
C. Cooperating Teachers’ and College Supervisors’ Guidelines for Writing Letters of Recommendation	21
D. Guidelines for Departmental Representative’s Observation	23
E. Observation Notes Form (for use by College Supervisors)	25
F. Weekly Supervisor Evaluation and Narrative Assessment Form	26
G. Sample Weekly Supervisor Observation Notes	27
H. Sample Weekly Supervisor Evaluation and Narrative Assessment Form	30
I. NASDTEC Interstate (Teacher Certification) Agreement	31
J. Pennsylvania Code of Conduct for Professional Educators	32

Secondary School Certification Areas

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare teaching candidates for secondary school certification (grades 7-12) in the following areas:

- **English**
- **Mathematics**
- Science, including **Biology, Chemistry, and Physics**
- Social studies, including
 - **Citizenship Education**, available to students majoring in history, political science, or economics who are interested in teaching social studies and history (and possibly electives in economics or government).
 - **Social Science**, available to students majoring in sociology, psychology, or anthropology who are interested in teaching electives in anthropology, sociology, or psychology.
 - **Social Studies**, available to students majoring in history, political science, economics, cities, anthropology, or sociology (some interdisciplinary independent majors are accepted as well) who are interested in teaching social studies, history, and electives in anthropology, sociology, or psychology.
- Foreign language, including
 - **French**
 - **German**
 - **Latin**
 - **Spanish**

Certification in **Chinese** and **Russian** is also possible if student teaching placements can be found.

We do not offer elementary education certification.

Course Requirements

Education courses

Certification candidates are required to take the following courses and student-teach full-time (for two course credits) second semester of their senior year or as a post-baccalaureate student.

- (1) Education 200 (Critical Issues in Education) – Must attain a grade of 2.7 or higher
- (2) Psychology 203 (Educational Psychology)¹
- (3) Education 210 (Special Education)
- (4) Education 275 (English Learners in U.S. Schools)²
- (5) Education 301 (Curriculum and Pedagogy, fall, senior year) - Must attain a grade of 2.7 or higher
- (6) Education 302 (Practice Teaching Seminar, spring, senior year) - Must attain a grade of 2.7 or higher to be recommended for certification
- (7) Education 303 (Practice Teaching in a school, double credit, spring, senior year)

Critical Issues in Education should be taken by the end of the sophomore year if at all possible. The Curriculum and Pedagogy Seminar will be offered during the fall semester for seniors and must precede Practice Teaching. The Practice Teaching Seminar is open only to students engaged in Practice Teaching.

Subject area course requirements

Please note: completing the certification program along with major and other college requirements calls for careful planning and coordination of coursework. Students considering certification should therefore contact Ann Brown, the Education Program's certification adviser, as soon as possible (preferably during freshman year) to discuss course requirements. Subsequent advising includes regular meetings with Ann and consultation with the student's dean and major adviser.

English: Students must major in English or Comparative Literature. They must also complete the following requirements:

- At least one semester of American literature if a Bryn Mawr major (already required of HC majors).
- One semester of linguistics (recommended).

Social Studies

➤ **Citizenship Education.** Students must major in history, political science, or economics. Political Science majors must take at least four courses outside of their major distributed between history and economics. Economics majors must take at least six courses outside their major distributed between history and political science. In fulfilling these requirements, students must include the following in their course programs (note that one course can fulfill more than one of the above requirements):

- At least two history courses, one of which is about U.S. history and another focused on world history.

¹ Psychology 101 is a prerequisite for this course, though certification candidates taking the course as juniors or seniors are sometimes exempted from this requirement with permission from the professor.

² Starting with the class of 2013.

- At least one political science course that includes the study of American as well as international politics.
- At least one economics course that focuses on economic concepts and systems, local, state, and national commerce, and international trade and global economies (both micro and macroeconomics).
- At least one course that substantially addresses geographic concepts (may be integrated in at least one of the two required history courses or in the political science requirement). *Recommended:* Geology B101 (How the Earth Works).

➤ **Social Sciences.** Open to students majoring in anthropology, sociology, or psychology. Students must take four courses outside their major in the other two areas of study included in this certification. Students must include the following in their course programs (note that one course may address more than one of the following):

- At least one course that addresses anthropology and the origins of human culture and cultural change.
- Social Psychology – Psychology 208 (Bryn Mawr) or Psychology 224a (Haverford).
- Psychology course on growth and human development – e.g., Psychology 206 (Bryn Mawr), “Developmental Psychology.”
- At least one course that addresses social organization, movements, change and the socialization process.
- At least one course that addresses race, gender, and ethnicity.
- At least one course that addresses the changing role of family in society.

➤ **Social Studies.** The broadest of the three options, this certification is open to students majoring in history, political science, civics, sociology, anthropology, or economics. Some interdisciplinary independent majors are accepted as well. Students must complete the following requirements. Students are required to take at least four courses outside their major in the other social sciences.

- At least two history courses, with a balance of American and world history.
- At least one course that substantially addresses geographic concepts (may be integrated in other coursework). *Recommended:* Geology B101 (How the Earth Works).
- At least one political science course that addresses American and international politics.
- At least one economics course that focuses on economic concepts and systems, local, state, and national commerce, and international trade and global economies (both micro and macroeconomics are recommended).
- One social science (e.g., anthropology or sociology) course that addresses the origins of human culture and cultural change, rituals and kinship.
- One social science (e.g., sociology or education) course that addresses sociological concepts, such as social organization, demography, race, gender, and ethnicity, etc.

World Languages

- **Chinese:** Students must complete the East Asian Studies major, including East Asian Studies 282 (Structure of Chinese) in their coursework. Experience as a teaching assistant and/or undergraduate tutor is also required. Study abroad or participation in a summer immersion program is strongly recommended. Teaching certification candidates must pass the ACTFL language proficiency exam in Chinese at the advanced level in speaking, listening, reading, and writing.
- **French:** Certification in French is available to students majoring in French or Romance Languages. Students must also attend the 3-day training workshops for teaching assistants that are held prior to the opening of classes in the fall. Study abroad, participation in a summer immersion program (if study abroad is not possible), and experience as a teaching assistant are strongly recommended.
- **German:** Open to German majors. Students must also be a teaching assistant/drill instructor for at least one semester (which involves attending the 3-day training workshop prior to the opening of classes in the fall). Further, students are advised to attend a summer immersion program or participate in a study abroad program for a semester or summer.
- **Latin:** Open to Latin and Classics majors. Required: Latin B205 (Latin Style) at Bryn Mawr. Haverford Classics majors must plan their programs so that a Roman civilization course is included in their coursework. Study abroad in Rome is strongly recommended, as is experience as a tutor to undergraduates, if opportunities are available.
- **Russian:** Students are required to major in Russian. Certification candidates are encouraged to pursue advanced language study in Russia on summer, semester, or year-long academic programs. If they do not study abroad, they are required to take Russian 350/570, “The Acquisition of Russian as a Second Language.”
- **Spanish:** Students seeking Spanish certification must major in Spanish or Romance Languages. We also strongly recommend that certification candidates study abroad and tutor in Spanish (note that student drill instructors participate in a 3-day workshop before the fall semester begins).

Mathematics: Open to mathematics majors. Students must also meet the following requirements:

- A semester of probability and/or statistics (e.g., MATH B104/205 or MATH H103/203/218).
- A semester of discrete mathematics (e.g., MATH B231)
- A semester of geometry (e.g., MATH H205)
- Either EDUC 220, “Changing Pedagogies in Mathematics and Science” or Experience teaching undergraduates in introductory courses as tutors/mentors, workshop assistants, or TAs (e.g., H460f and i, “Teaching Assistantship in Mathematics”).

We also recommend:

- A semester of computer science (such as HC 222a, “Introduction to Scientific Computing”).

Science: Open to biology, chemistry, and physics majors.

- **Biology:** Students seeking certification in biology must major in biology. In addition (or as part of their major requirements), they must also meet the following requirements:
 - A semester of physics.
 - A semester of ecology, such as Biology B220, “Ecology” or Biology B308, “Field Ecology.”
 - Coursework that addresses the implications of scientific and technological developments on ethical questions relating to biology, by either taking a course like General Programs 222, “Issues in Urban Health” offered at Haverford or “Biology and Public Policy” offered at Bryn Mawr or completing a project on this topic for another biology course. Biology 103 at Bryn Mawr is also acceptable.

Working as a teaching assistant in undergraduate biology courses is also strongly recommended.

Recommendation for Haverford majors: If possible, Haverford biology majors should take one of the following courses: Biology H304, “The Molecular Basis of Disease and Adaptation,” Biology H307, “The Cell in Development,” Biology B303, “Animal Physiology,” or Biology B204, “Histology.”

- **Chemistry:** Students must major in chemistry. In addition to their major coursework, chemistry certification candidates must take two semesters of physics and be a teaching assistant in a chemistry course.
- **Physics:** Students must complete the physics major along with these two additional requirements: at least one semester of chemistry and one semester as a teaching assistant in a laboratory for introductory or intermediate physics courses (i.e., Physics 459 or Physics 460 at Haverford and Physics 380 at Bryn Mawr).

Admission to the Certification Program and to Student Teaching

The Education Program has a two-stage admission process: (1) admission to course work and (2) admission to practice teaching. In the first stage, certification candidates make clear their intentions, plan a program of study and meet State guidelines for certification. The second stage is contingent upon certification candidates meeting a number of criteria (see “Retention” below) and is completed at the midpoint of the senior year.

Stage One: Initial Acceptance

As early as possible, students interested in teacher certification should attend an Education Program orientation (offered once each semester) or meet with the Education Program Coordinator/Adviser to get oriented to the Education Program and State requirements for certification.

Entrance requirements

By the end of sophomore year, students interested in certification should have completed the following requirements. Note that there is some flexibility in this timing. In some cases, students may need to postpone taking the Praxis 1 tests until the fall of their junior year, for example, or may have been unable to take a second math course until then.

1. Taken a course in English composition (freshman writing and ESEM both fulfill this requirement, as does a score of 600 or above on the SAT II Writing test)
2. Taken a course in American or English literature (a score of 600 or above on the SAT II Literature subject test meets this requirement, as does a score of 5 on the A.P. English test; *ESEM does not count, however*)
3. Taken two mathematics courses (a score of 560 or above on the SAT II Math Level IC test counts, as does a score of 5 on the A.P. calculus test)
4. Have a GPA of 3.0 or higher
5. Have registered to take the Praxis I basic skills exams in reading, writing, and mathematics

Towards the end of their sophomore year, students are expected to submit to the Education Program Coordinator the following:

- A “Statement of Intent” that answers these questions:
 - (a) Why are you interested in education?
 - (b) What unique and/or appropriate qualities and strengths would you bring to the profession?
 - (c) What are your anticipated career plans?
- A Minor in Educational Studies Work Plan (Minor Work Plan forms are available outside the Deans’ office at Bryn Mawr or in the Registrar’s Office at Haverford)

Retention in the Certification Program

To be retained in the certification program and admitted to practice teaching, certification candidates must:

- Earn a grade of 2.7 or higher in Education 200 (Critical Issues in Education), Education 301 (Curriculum and Pedagogy), and Education 302 (Practice Teaching Seminar)
- Maintain an overall GPA of 3.0 or above (*State requirement*)
- Complete all education courses required in the certification sequence
- Complete fieldwork in both urban and suburban settings (*State requirement*)
- Receive positive evaluations from field placement teachers
- Meet regularly (once per semester) with the Education Program Coordinator/Adviser to go over course schedules and summer/winter break plans and to verify the successful completion of course and State testing requirements
- Gain experience working closely with middle or high school students (through a summer teaching experience, such as Summerbridge, for example, or through a tutoring program)
- Assemble a portfolio for Education 301 (Curriculum & Pedagogy) and Education 302 (Practice Teaching Seminar).

Stage Two: Admission to Student Teaching

To be admitted to the student teaching component of the certification program, students must:

- Have met all the criteria outlined above
- Pass a review by the Teacher Education Committee at the beginning of the spring semester of their senior year, which includes an assessment of the portfolio-in-progress, academic records, recommendations of field-based teachers, Subject Area Specialists, Cooperating Teachers, heads of academic departments, and the Director and Coordinator/Adviser of the Education Program.

At this point in a certification candidate's preparation, there are four possibilities: She or he may (1) be accepted with no reservations into the student teaching phase of teacher preparation; (2) be accepted with some reservations (2) be accepted on probation, with the terms of acceptance clearly delineated; (3) be dismissed from the certification program.

The PRAXIS Test Series: Professional Assessments for Beginning Teachers

Students applying for certification need to take the following tests offered at test centers across the country by the Educational Testing Service (ETS):

- (1) Three Praxis I Pre-Professional Skills Assessment tests: *PPST Reading* (Test Code 0710 or 5710); *PPST Writing* (Test Code 0720 or 5720); and *PPST Mathematics* (Test Code 0730 or 5730) – at the end of sophomore year. Students should plan to take these tests at the end of sophomore year.
- (2) A *Praxis II Subject Assessment* test for the subject area(s) in which they are pursuing certification. If a student is pursuing certification in a foreign language other than French, Spanish, Latin, and German, she or he will need to take the *Foreign Language: Pedagogy* exam (Test Code 0840) in lieu of a subject assessment test. Students should plan to take the Praxis II tests in the fall of their senior year.
- (3) If pursuing a foreign language certification (which is a K-12 certification) – the *Fundamental Subjects: Content Knowledge* test (Test Code 30511).

The Praxis II Subject Assessment tests required in Pennsylvania are as follows:

Certification Area	Test Code	Test Name
Biology, 7-12	0235	Biology: Content Knowledge
Chemistry, 7-12	0245	Chemistry: Content Knowledge
Citizenship Education, 7-12	0087	Citizenship Education: Content Knowledge
English, 7-12	0041	English Language, Literature, & Composition: Content Knowledge
Mathematics, 7-12	0061	Mathematics: Content Knowledge
Physics, 7-12	0265	Physics: Content Knowledge
Social Sciences, 7-12	0951	Social Sciences: Content Knowledge
Social Studies, 7-12	0081	Social Studies: Content Knowledge
World Languages: French, K-12	5174	French: Content Knowledge
World Languages: German, K-12	5183	German: Content Knowledge
World Languages: Latin, K-12	0600	Latin
World Languages: Spanish, K-12	5195	Spanish: Content Knowledge

Scores must be reported to the PA Department of Education and to Bryn Mawr College.

The Educational Testing Service offers these exams several times a year.

Students may register for them on-line at <http://www.ets.org/praxis>.

The Portfolio

The portfolio serves as an ongoing and summative expression of what education students do and learn in preparation for their futures as educators. One way to think of the portfolio is as an illustrated story that documents each education student's evolution as a learner and an educator.

Students complete the final portfolio during their senior year as part of their Education 301/302 coursework, but they should actively develop their portfolios over the ~3 years during which they participate in the Education Program. Students should record and reflect on key moments, turning points, “Aha!” experiences, particularly important activities or realizations (either at the time or on reflection), and/or important interactions and relationships they have had. Course assignments will include development of the portfolio, but education students should build the portfolio independently as well.

There are two distinct pieces to each selection included in the portfolio: the artifact and the reflection on it. The artifact is a catchy, visual representation of a particular experience. It can be a photograph, a page from a syllabus, a flyer from a camp, a collection of key selections from an important paper, a lesson plan, a test, a note from a student or administrator or colleague. These artifacts should be - ideally - only a page long.

A focused, precise, and substantive reflection should accompany each artifact. This reflection should always appear on the page facing the artifact (and relationship between artifact and reflection should be consistent - i.e., all the artifacts on the left and all reflections on the right, or vice versa). Like the artifact, the reflection should occupy only a single page. The reflection should include a title, a brief explanation of the context from which the artifact comes, and most important, a thoughtful, critical analysis of the significance of the artifact. Answer this question about the artifact: “In what way did this [experience or interaction or activity] contribute to my evolution as an educator?”

Artifacts included in the portfolio should evidence that education students have explored and developed informed and meaningful relationships to (1) the self, (2) learners, (3) educational contexts, (4) subject matter, and (5) pedagogy. The portfolio should highlight instances of active participation/decisions and what education students learned from those.

We want to see evidence that students have engaged with the issues explored in education courses and how those issues have shaped each student’s ideas of educational philosophy-into-practice. Therefore, each education student's portfolio must address the following questions in some way.

- How have I explored issues of social change and social justice?
- How do I demonstrate an attitude that is constructively skeptical/critical/questioning?
- How do I demonstrate that I am engaged/passionate/caring?
- How do I demonstrate recognition of and struggle with complexity/real dilemmas?
- How do I demonstrate openness to change/learning/further growth?

On the next page is a list of possible sources for artifacts. This is a list of suggestions, not requirements. Each education student will have a different set of experiences and analyses of those experiences and thus a different story to tell in his or her portfolio.

Possible sources for artifacts

This is a list of suggestions, not requirements. Each education student will have a different set of experiences and analyses of those experiences and thus a different story to tell in his or her portfolio.

- Course work (excerpts from journals, papers, or other activities in education courses as well as other courses in your major, distribution requirements, or any others)
- Professional reading (that assigned in courses and/or that completed on your own)
- Key, generative quotations
- A slice of qualitative data collected at a field placement, e.g. Excerpts from an interview, sample field notes, an assignment or piece of student work
- Materials from any teaching experiences
- Work or therapy plans developed for a student or students
- Evidence of interaction with college institutions (customs, admissions, etc.)
- Evidence of interaction with staff, administration, family, etc.
- Evidence of participation in other larger communities (countries, the world)
- Evidence of experience or history with a community (summer camps, etc.)
- Relationships with significant teachers
- Relationships with students
- Relationships with other teachers or administrators at a school placement
- Relationships with friends, family, or others who were a significant influence and/or support

Practice Teaching Overview

IMPORTANT NOTE: Student Teachers will be responsible for their transportation to their student teaching placement. We strongly recommend that they have access to a reliable car.

Practice teaching is the major clinical experience for undergraduates who are completing the sequence of courses leading toward secondary-school certification (grades 7-12) in the state of Pennsylvania. This twelve-week experience is the first stage in a career-long effort to become a skilled and knowledgeable teacher. The certification candidate's induction is supervised principally by the Cooperating Teacher to whom he or she is assigned. The College Supervisors, who observe in Student Teachers' classrooms once a week, play an important role as well in guiding certification candidates through the process of "thoughtful trial and error" that characterizes this practicum experience. A major goal of student teaching is the development of what is commonly referred to as "pedagogical content knowledge," i.e. the ability to reshape and present the subject-matter knowledge in a way that makes it understandable to learners. During student teaching, certification candidates will be encouraged to experiment with a broad set of strategies so that they will become familiar with a repertoire of pedagogical approaches appropriate in a range of classroom settings.

Practice teaching is an extremely demanding, all-consuming, and challenging experience. While other seniors are completing their classes and reveling in their last months of semi-responsible young adulthood, Student Teachers must be at schools every day all day, assuming the role of responsible adults. All participants in the certification program must be prepared to devote full attention to student teaching during the second semester of their senior year (this includes working through the colleges' spring break).

Practice teaching at Bryn Mawr and Haverford is counted as a three-credit course (two credits for Practice Teaching (Education 303) and one credit for the concurrent Practice Teaching Seminar (Education 302)) and lasts for a minimum of twelve weeks. For Practice Teaching, students receive a grade of "S" or a "U" rather than a numerical grade and must successfully fulfill this requirement for certification. Based on the evaluations of the Cooperating Teacher and the College Supervisor, this grade reflects the student teacher's development in relation to the program expectations and State competencies.

Certification candidates are placed with Cooperating Teachers the fall semester prior to their practice teaching. During the fall semester, students observe in the Cooperating Teachers' classrooms once a week for two-three hours per visit, gradually gaining more teaching experience. The Program Coordinator, together with the certification candidates themselves, arranges for the practice teaching placements in both urban and suburban schools. Certification candidates may need to (informally or formally) interview with a prospective Cooperating Teacher before the placement is confirmed. Some schools ask to see a transcript and resume.

Occasionally, placements have changed during the practice teaching semester as a result of a) a request by the Cooperating Teacher or school to be relieved of the responsibility of the Student Teacher; b) a recommendation by the College Supervisor that such a change is in the best interest of the Student Teacher; or c) unforeseen events such as illness, strikes, etc. If such a change is necessary, it is made as early in the semester as possible and, when necessary, the Student Teacher teaches beyond the required twelve weeks to demonstrate competency in the new setting.

The Student Teacher's Responsibilities

1. Student Teachers spend 12 weeks full time in the school. They begin by observing their Cooperating Teacher and other teachers within their discipline and across grade levels. They should observe classes outside of their discipline as well. Student Teachers gradually assume responsibility for classes by the end of their second week (usually) and, under the direction of the Cooperating Teacher and College Supervisor, assume complete responsibility for three classes (or two, if the school is block scheduled) as soon as possible. Student teachers should have two different “preps” – that is, of the three classes they teach, two should be different courses/curricula/preparations. For example, a student teacher in French may teach two French 1 classes and one French 2 class. We want the Student Teacher to have the experience of preparing for more than one course. (Note: If a significant amount of time is lost because of absenteeism or weather-related closings or if a student is seeking dual certification, the practicum may extend beyond 12 weeks or may involve teaching more than three classes; it must include at least 10 weeks of active teaching.)
2. Student Teachers follow their placement school calendar, not the college calendar. They are expected to be in school every day during the hours when teachers must be in school (generally 7:30 a.m. until 3:00 p.m.) unless they have arranged otherwise in consultation with their Cooperating Teacher and Supervisor, with permission of the Education Program.
3. Student Teachers should reduce or eliminate other responsibilities (course requirements, work, co-curricular commitments) during their student teaching semester.
4. Student Teachers prepare curriculum, lesson plans, tests, and other materials in consultation with their Cooperating Teacher and College Supervisor. They coordinate student evaluations with their Cooperating Teacher and, when appropriate, communicate with parents about student progress. Early in the student teaching semester, Student Teachers should rely on their Cooperating Teachers for guidance on these points. By the midpoint of the student teaching experience, Student Teachers should have full responsibility for all of them.
5. Student Teachers confer regularly with their Cooperating Teachers on their progress and discuss ways to strengthen and improve their teaching. Meetings with the Cooperating Teacher should be scheduled at least once per week (if not more frequently).
6. Student Teachers must write thorough lesson plans for every day they teach. These lesson plans must include objectives, PA academic standards met, a set of activities for the day, assessment, and (if appropriate) evaluation. While the lesson plans must be well conceptualized and thorough, Student Teachers should think of them as works-in-progress and feel free to write questions or comments about the lesson on the lesson plans. These questions as well as the lesson plans themselves will be integral to Student Teachers’ discussions with their Supervisors and Cooperating Teachers.
7. Student Teachers meet with the College Supervisor following each weekly observational visit and whenever the need arises. For each meeting with the College Supervisor, Student Teachers must submit on the day of the visit thorough lesson plans for (1) the day of the visit, (2) the previous day, and (3) the following day. One goal of this planning and conferencing is for students to learn to prepare for and reflect on their own progress in teaching and to develop ways to improve. Student Teachers should be sure to give to Supervisors any other materials they will be using on the day of the visit (handouts, books, etc).
8. Student Teachers should become familiar with their schools’ administrative, guidance, and special education personnel as well as libraries and materials centers (see Field Work Record at the end of the syllabus for the Practice Teaching Seminar). They should also attend faculty meetings and departmental meetings and, when appropriate, participate in other school activities. When possible, students should take responsibility for other aspects of teaching and school life, such as homeroom, study hall, lunch duty, etc.

9. Student Teachers participate in a three-way evaluation conference with their Cooperating Teacher and College Supervisor midway through the practice teaching semester and again at the end. Prior to and in preparation for these meetings, the Student Teacher, the Cooperating Teacher, and the College Supervisor should all complete the Student Teaching Evaluation and Narrative Assessment Form (available from the Education Program in hard copy or electronic format). If, at the midpoint of the student teaching semester, a Student Teacher is not making acceptable progress, he or she may be dismissed from the certification program.
10. Student Teachers must arrange to be observed by a member of their major department at the College (or the department in which they will be certified). The observation should be preceded and followed by a conference with the college faculty member. Student Teachers should provide for the visiting faculty member clear directions to the school, a copy of the lesson plan and any accompanying materials (handouts, etc.) for the day, and any other relevant materials and information. The college faculty member who observes is asked to write a letter to the Director of the Education Program evaluating the Student Teacher's performance in the classroom (see Appendix for Guidelines for Departmental Representative's Observation).
11. As part of the Curriculum and Pedagogy Seminar, students must meet with Subject Area Specialists (e.g., specialists in English, Social Studies, Math, etc.). These meetings are held throughout the fall semester.
12. Student Teachers must take Education 302: Practice Teaching Seminar at the same time that they are student teaching.
13. Student Teachers are responsible for their own transportation and for a portion of the transportation costs. The Education Program reimburses undergraduate Student Teachers for their travel to their student teaching sites in the fall, but reimburses for only 20 round-trips in the spring. Note that 5th Year Teacher Certification Students are responsible for paying for their travel costs.
14. Student Teachers must have functioning email addresses, telephones, and voicemail and must check these regularly and respond promptly to messages.
15. Student Teachers must inform their Cooperating Teachers and Supervisors if they plan to be absent from school. They must make their absence known BEFORE it happens (i.e., in the morning if they are sick or whenever they know ahead of time).
16. Communication with program personnel is vital. Student Teachers must notify their Supervisor and/or the Director of the Education Program if any problems of safety or other important concerns arise en route to/from or at their placement.

Tips for Student Teachers

Develop a good time management system.

Never hesitate to ask questions.

Keep good records.

Remember that you are still learning; no one expects you to be perfect.

Eat well and get plenty of sleep.

Listen to the voices of your students.

Remember that all teachers have gone through this phase of preparation.

Make everything a learning experience.

Be sure to take breaks — breathe deeply, walk, listen to music, talk to friends.

Celebrate your accomplishments.

The Cooperating Teacher's Role

Cooperating Teachers play a very important role in the student teaching program, working closely with Student Teachers on a daily basis in the classroom and school. The Pennsylvania Department of Education requires that Cooperating Teachers have a minimum of three years of successful teaching experience and at least one year working in the school in which they are currently employed. We also look for teachers who are interested in working with a Student Teacher, who serve as models of successful teaching, and who will allow a Student Teacher to experiment with a range of methods and styles within the bounds of classroom and school requirements. We rely on Cooperating Teachers to help guide students in recognizing and developing competence in areas of planning, teaching, and evaluation.

Students come to student teaching with strong preparation in the discipline in which they seek certification. This preparation may be fairly broad or it may concentrate in a specific area. They have also taken a series of education courses, described earlier, most, if not all, of which include a field experience component. For the most part, however, most students have had little experience in taking complete responsibility for a classroom for an extended period of time.

Responsibilities

1. The Cooperating Teacher coordinates the Student Teacher's work in the classroom, with the goal of giving increasing responsibility to the Student Teacher. By the midpoint of the student teaching experience, the Student Teacher should be fully responsible for all planning, designing and administering of tests, and other classroom activities.
2. The Cooperating Teacher orients the Student Teacher to school personnel, facilities, policies, schedules, and routines.
3. The Cooperating Teacher works with the Student Teacher as needed to develop lesson plans, activities, and methods of student evaluation, providing on-going guidance as well as weekly conferences. As suggested above, while the Student Teacher may require substantial guidance at the beginning of the student teaching experience, he or she should be fully responsible for all classroom activities by the midpoint, and at this point the weekly conferences should focus on improving the Student Teacher's own plans.
4. The Cooperating Teacher works with the College Supervisor in providing the student with feedback and developing strategies to help the student gain further experience. If there are any concerns at any point, they should be communicated to the College Supervisor.
5. The Cooperating Teacher completes the Student Teaching Evaluation and Narrative Assessment Form (available in hard copy or electronic format from the Education Program) midway through the student teaching experience and at the end of the 12-week practicum and also participates in three-way conferences based on these evaluations. If, at the midpoint of the student teaching experience, the Student Teacher has not made acceptable progress, it is essential that the Cooperating Teacher make that known.
6. The Cooperating Teacher writes an evaluation of the Student Teacher's performance at the end of the experience that becomes part of the Student Teacher's file. There are two letters the Cooperating Teacher writes: one to the Director of the Education Program and one to prospective employers (see Appendix for Guidelines for Writing Letters of Recommendation).

The College Supervisor's Role

The College Supervisor is responsible for coordinating and overseeing the practice teaching experience. The Supervisor serves as the link between the College's Education Program, the Student Teacher, and the Cooperating Teacher and the school. The College Supervisor is an experienced educator who has worked in the area of professional development of teachers.

The College Supervisor is, for the student, an important source of information and support during the student teaching semester. He or she is in the classroom frequently, ensuring that the experience is working for the student and providing appropriate feedback and guidance. Student Teachers who experience any difficulties in their school assignment or are facing other personal or academic problems that affect their ability to function effectively in the classroom should discuss these matters with their College Supervisors.

The Supervisor's role will necessarily vary depending upon her or his personality and pedagogical convictions, the Cooperating Teacher's personality and pedagogical convictions, the school culture in which the practice teaching occurs, and the Student Teacher's needs. Therefore, the following are meant as guidelines that should be adapted to the variables of each situation.

The Supervisor's role is to support Student Teachers as they negotiate the complexities of learning to teach with the implicit shift in role from student to teacher. This includes:

- Mediating between the Student Teacher and the Cooperating Teacher (if necessary) and the school community;
- Helping Student Teachers learn who their students are and how to respond to their needs as learners as well as understanding the dynamics of the school and classroom and what role to play in that context and set of circumstances;
- Helping Student Teachers put into practice their pedagogical beliefs and approaches and to negotiate in reality issues they have studied in theory (such as gender, race, and class inequities);
- Providing constructive, critical feedback to Student Teachers and helping them give themselves similar feedback by learning to articulate and critically examine what they do;
- Offering specific models, suggestions, and strategies for practice; and
- Helping Student Teachers redefine what they think they can do, who they believe they can be as teachers, and how they can see teaching as an ongoing process of learning as they plan for what they will do when they have their own classrooms.

Responsibilities

1. The Supervisor meets with the Student Teacher and Cooperating Teacher at the student teaching site at the beginning (or just before, if possible) of the student teaching semester. This meeting gives the Supervisor an opportunity to become familiar with the school and classroom context, meet the Cooperating Teacher, and discuss and coordinate responsibilities, roles, and requirements.
2. The Supervisor makes explicit to the Student Teacher the Supervisor's role as an experienced teacher there to support Student Teachers as they negotiate the complexities of learning to teach as outlined above.

3. Once a week for ten visits, the Supervisor observes the Student Teachers' practice (visiting one class per week and ultimately observing all classes for which the Student Teacher is responsible [as opposed to visiting the same class exclusively and repeatedly]).
4. The Supervisor uses a clinical model of supervision and observes the Student Teacher in the classroom once a week. Each observation is followed by a conference (can be done by phone or via e-mail if a face-to-face meeting is not possible) during which the Student Teacher and Supervisor reflect on the observed class and make plans for future classes. In these debriefing conferences, it is often effective to focus first on what the Student Teacher feels went well, to which the Supervisor may add commendations, and then to focus on two to three things the Student Teacher feels need improvement. After the Student Teacher has shared his or her perspective on the lesson, the Supervisor may have specific suggestions for improvement or alternative approaches.
5. At each weekly observation and conference, Supervisors should receive from students complete lesson plans for the day of the visit, the previous day, and the following day. The Supervisor gives ongoing feedback to the Student Teacher about these plans. The Supervisor will be asked to recommend a grade for the Student Teacher's lesson plans at the end of the semester that will be incorporated into the grade for the Practice Teaching Seminar (see #9 below for details).
6. The Supervisor may want to have more ongoing contact with the Student Teacher than the weekly conferences allow. If appropriate, the Supervisor may call or email the Student Teacher during the week to check in on his or her progress, particularly if the Student Teacher has been experiencing any difficulties.
7. The Supervisor confers with the Cooperating Teacher about the Student Teacher's strengths and weaknesses and works with the Cooperating Teacher and Student Teacher to devise strategies for development and improvement.
8. The Supervisor completes both the Student Teaching Evaluation and Narrative Assessment Form (available in hard copy and electronic format from the Education Program) and the State's PDE-430 assessment form at the midway point and end of the semester and coordinates three-way conferences based on these evaluations as well as the ones completed by the Student Teacher and the Cooperating Teacher.
9. The Supervisor recommends a grade for the certification candidates' lesson plans, e-mailing his/her recommendation along with a short explanation of that grade (which will be shared with the certification candidate) to Heather Curl, Instructor of the Practice Teaching Seminar, at hcurl@brynmawr.edu by April 30.
10. The Supervisor writes two letters of recommendation for the Student Teacher: one to the Director of the Education Program and one to prospective employers (see Appendix for Guidelines for Writing Letters of Recommendation). The former becomes a part of the Student Teacher's file.

Application for PA Certification

To apply for PA certification, students:

1. Complete a two-page General Application for PA Certification (form PDE 338G) application (available from Ann Brown), listing their home, rather than college, addresses.
2. Undergo a physical exam by a U.S. licensed physician (their physician will need to sign the General Application in the “Health Certificate” section of page 1).
3. Obtain a \$100 money order made payable to the Commonwealth of Pennsylvania.
4. Give the application and money order to Ann Brown **by May 11, 2011**.

The Department of Education usually takes four to six weeks to process the application and mail the Instructional I certificate to the applicant. Applicants can check the status of applications here: <https://www.tcs.ed.state.pa.us/>.

Students seeking certification in states other than Pennsylvania should contact the appropriate State Department of Education for information on requirements for applying as out-of-state residents to transfer their Pennsylvania certification.

Career Resources and Job Hunting

The Career Development Office (CDO) offers a variety of services to help students find summer teaching opportunities, spring and winter break externships, part-time jobs, and teaching positions. Students are strongly encouraged to familiarize themselves with the resources of the CDO, including the database of internships, binders with job listings, library of directories and how-to books, and newsletters that publicize on- and off-campus programs, fellowships, and special recruitment events.

Students who plan on teaching—whether in a public or non-public school or through an international program—are advised to work with the CDO during the senior year. Because of the demands of student teaching during the spring semester—which is when most teaching positions in public schools are announced—it is very important that certification candidates do as much preparatory work as possible at the beginning of the senior year. We suggest that during the first semester, seniors do the following:

- Attend CDO-sponsored workshops (e.g., on preparing a résumé, interviewing, etc.);
- Attend CDO-sponsored recruitment/information sessions about organizations that interest them;
- Meet with a CDO career counselor to discuss job placement strategies and career goals;
- Set up a credentials file at the CDO office on their home campus, which will ultimately contain the letters of recommendation that CDO will send to prospective employers at the student’s request; and
- Pay attention to CDO newsletters and senior supplements.

The season for recruitment of public school teachers begins slowly in March/April, heats up in May, and continues through August. During this period, the CDO and the Education Program will announce teacher job fairs, including one held in this area for more than 100 school districts (usually in April). As practice teaching draws to a close, seniors will be going to job interviews, completing application forms, and requesting letters of recommendation for their credentials file.

Appendix A:
PROGRAM CHECKLIST

ACCEPTANCE INTO CERTIFICATION PROGRAM (at end of sophomore year)

- Submit “Letter of Intent”
- Declare a Minor in Education
- Have met the following GPA and course requirements:
 - 3.0 GPA
 - One English composition course (*ESEM at BMC or Freshman Writing at HC count*)
 - One American or English literature course (or score of 600 or higher on SAT II Literature subject test in English or 5 on A.P. English exam)
 - Two math courses (score of 560 or above on SAT II Math Level IC test and/or score of 5 on A.P. calculus test count as one course each)

REQUIRED EDUCATION COURSEWORK

- Education 200 (Critical Issues in Education) – Grade of 2.7+
- Psychology 203 (Educational Psychology)³
- Education 210 (Special Education)
- Education 275 (English Learners in U.S. Schools)⁴
- Education 301 (Curriculum and Pedagogy, fall, senior year) - Grade of 2.7+
- Education 302 (Practice Teaching Seminar, spring, senior year) - Grade of 2.7+
- Education 303 (Practice Teaching)

FIELDWORK (including urban and suburban settings)

Extra-curricular TEACHING EXPERIENCE with secondary school-age students (summer program, tutoring, etc.)

PRAXIS EXAMS (<http://www.ets.org/praxis>)

- Take Praxis I exams in *Reading, Writing* and *Mathematics* (ideally in the spring of sophomore year).
- Take Praxis II (*Content Knowledge*) exam during the fall of senior year.
- For those pursuing certification in a language, take the *Fundamental Subjects: Content Knowledge* test during the fall of senior year.

CAREER PLANNING (*Recommended*)

- Set up credentials file in CDO (before end of fall semester senior year). Include:
 - Résumé
 - Letter of recommendation from professor(s) in major department

Second semester senior year, request the following:

- Letter of recommendation from Cooperating Teacher
- Letter of recommendation from Supervisor

³ Psychology 101 is a prerequisite for this course, though certification candidates taking the course as juniors or seniors are sometimes exempted from this requirement with permission from the professor.

⁴ Starting with the class of 2013.

PORTFOLIO

- ❑ Submit three versions of your portfolio during senior year according to the timeline outlined in Education 301 (Curriculum & Pedagogy).

PRACTICE TEACHING

- ❑ Be observed weekly by your College Supervisor and also meet him or her to debrief after each observation
- ❑ Arrange for member of major department to observe your teaching (see #11 under “The Student Teacher’s Responsibilities” in this handbook)
- ❑ Complete Student Teaching Evaluation and Narrative Assessment Form at the midpoint and at the end of your student teaching (form available from the Education Program in hard copy and electronic format)

CERTIFICATION APPLICATION

For PA certification

- ❑ Complete Application for PA Certification (available from the Education Program).
- ❑ Schedule and undergo physical by U.S. licensed physician. Have physician sign certification application form.
- ❑ Submit forms to Ann Brown, Teacher Education Program Coordinator, by May 11, 2011.

For certification in another state:

- ❑ Research additional certification application requirements if planning to apply for public school teaching positions outside Pennsylvania

Appendix B:

Student Teaching Evaluation and Narrative Assessment Form

At the mid-point and end of the student teaching experience, Student Teachers, Cooperating Teachers, and College Supervisors must complete the Student Teaching Evaluation and Narrative Assessment Form (which is available in electronic format or hard copy from Ann Brown). At both these points, the Supervisor will conduct a three-way conference including the Student Teacher and the Cooperating Teacher. The four categories included in this document reflect the areas in which we believe Student Teachers should develop.

It is important that everyone complete the form as thoroughly as possible because it constitutes the main instrument of assessment and evaluation of actual teaching during the student teaching semester. For Student Teachers, completing this form is an essential exercise in reflecting on your learning and teaching and assessing your development. For Cooperating Teachers and Supervisors this form offers you the opportunity to share with your Student Teacher in fairly extensive detail the ways in which you see him or her developing as a teacher. In completing the form, please include detailed, specific examples whenever possible to support your responses.

While it is essential to be as thorough and comprehensive as you can be in completing this form, you should select two or three areas of strength and two or three areas that need further development upon which to focus during your conference. The Student Teacher can read all written comments and responses to the questions on his or her own and follow up if appropriate. Use the meeting times to focus on key areas of accomplishment and key areas for improvement.

This form is intended to reflect the Student Teacher's growth and development. Therefore, we have the mid-point evaluation comments and the final comments on the same sheet. We hope this will encourage all of you to focus on growth, development, and improvement over the course of the semester. Cooperating Teachers and Supervisors can use this form later as a guide for writing letters of recommendation for Student Teachers at the end of the student teaching experience.

While the primary purpose of the form is as an assessment and evaluation tool for those directly involved in the student teaching experience, there are other audiences for the form as well. To alert us to problems or potential problems, please submit a copy of each participant's forms to the Program Coordinator (Ann Brown). You should also be aware that some schools or districts to which Student Teachers will be applying for jobs request copies of these completed forms as part of the student teaching file.

The competencies reflected in the categories and by the specific questions on the form are goals toward which we expect Student Teachers to be working. We do not expect Student Teachers to be experts at this point in their preparation. At the midpoint of the student teaching experience in particular, it would be perfectly acceptable for a Student Teacher to receive some mixture of Basic and Proficient ratings or even some Unsatisfactory ratings, and those would be the focal points for development for the remainder of the student teaching experience. *It is essential that, at the mid-point of the student teaching semester, any serious problems or concerns be identified.*

Appendix C:
Guidelines for Writing Letters of Recommendation
(for Cooperating Teachers and Supervisors)

The letters you write to the Education Program and to prospective employers have different purposes and address different audiences. The Education Program is interested in the ways in which the Student Teacher has developed, learned, and grown into his or her role as a teacher, and what kinds of things we as a program might do differently to better prepare teachers. Prospective employers are interested in why they should hire this candidate. Below we offer some guidelines for writing these two letters.

Writing Letters of Evaluation to the Education Program

1. Use school or college letterhead.
2. Address the letter to Alice Lesnick, Director, Education Program.
3. Include the dates that the practice teaching encompassed.
4. Specify the grade level(s) and class(es) for which you supervised or observed your Student Teacher.
5. Indicate your relationship to the Student Teacher (Cooperating Teacher, Supervisor) and the role you played (met with daily, helped in planning, observed weekly, etc.)
6. Discuss areas of strength (What did s/he do that was particularly effective or impressive and why?)
7. Indicate areas for further development. (What did s/he do that was problematic or needs revision and why?)
8. Conclude with an explicit recommendation for certification ("I recommend Jane Doe for certification"), using qualifiers if you wish ("highly recommend," "recommend without reservation").

Mail/e-mail letters to: Ann Brown
Education Program
Bryn Mawr College
101 N. Merion Avenue
Bryn Mawr, PA 19010

abrown@brynmawr.edu

Mail by: April 30

Writing Letters of Reference to Prospective Employers (for students' credentials files)

1. Letters should be written on or attached to (using letterhead) the Career Development Office's Letter of Reference form provided by the Student Teacher.
2. Address letters "To Whom It May Concern."
3. Include the dates that the practice teaching encompassed.
4. Specify the grade level(s) and class(es) for which you supervised or observed your Student Teacher.
5. Indicate your relationship to the Student Teacher (Cooperating Teacher, Supervisor, major department representative) and indicate the role you played (met with, helped in planning, observed weekly, observed once, etc.)
6. Discuss areas of strength (What did s/he do that was particularly effective or impressive and why?) and why you think this person would be an asset to a department and or school.
7. For **Haverford** students, please send letters to:
Career Development Office
Haverford College
370 Lancaster Ave.
Haverford, PA 19041

For **Bryn Mawr** students, please send letters to:
Career Development Office
Bryn Mawr College
101 N. Merion Ave.
Bryn Mawr, PA 19010

Appendix D:

Guidelines for Departmental Representative's Observation

Departmental Representative: Since you are observing the Student Teacher for only one class period out of the entirety of his or her 12-week student teaching experience, it is important to have realistic and informed (as much as possible) expectations about what you will observe. These guidelines are meant to facilitate your observation experience.

Logistical Points

1. Obtain clear and explicit directions for getting to the school, finding the classroom, etc.
2. *Before* your observation, discuss with the Student Teacher what s/he plans to focus on the day you will observe him or her and what s/he would particularly like you to attend to in your observation.
3. It is recommended, although not required, that prior to your observation you contact the Student Teacher's College Supervisor. S/he can give you a sense of what to expect and what to look for, including a general idea of the school context and any extenuating circumstances relevant to the Student Teacher's class or school situation.
4. When you arrive in the classroom, obtain from the Student Teacher his or her lesson plan as well as books or materials to be used for the day you observe him or her teach.
5. Discuss the lesson and your thoughts about it as soon as possible after you have observed the Student Teacher, preferably directly after s/he teaches, but if that is not possible, at least within a day or two of your observation.
6. It is recommended, although not required, that after your observation you contact the Student Teacher's College Supervisor to discuss your observation of the Student Teacher.
7. Write an evaluation letter about the student teacher's performance, following these guidelines:
 - Address the letter to Alice Lesnick, Director, Education Program
 - Specify the date of your visit, and the grade level and class you observed
 - Indicate your relationship to the Student Teacher (major department representative)
 - Discuss areas of strength (What did s/he do that was particularly effective or impressive and why?)
 - Indicate areas for further development. (What did s/he do that was problematic or needs revision and why?)

Mail/e-mail letters to: Ann Brown
Education Program
Bryn Mawr College
101 N. Merion Avenue
Bryn Mawr, PA 19010

abrown@brynmawr.edu

Mail by: April 30

Continued on next page

Adjusting to Pre-College Classrooms

Middle and high school classrooms and students are very different from college classrooms and students. Some aspects of pre-college classrooms you may find initially startling are:

- **Noise level** - There may be more noise than you are used to, but what matters is the kind of noise - productive, "off-task," or simply the low-level buzz that characterizes rooms full of adolescents.
- **Organization/control** - Like noise level, it may at first appear that the students are out of control because they don't sit still and quietly like college students, but again, try to discern whether any movement, focus, or other forms of activity are simply adolescent energy which can be reigned in only so far or whether the students are truly out of control.

General Guidelines

The following are among the general questions you might want to ask yourself as you are observing. Again, do not feel that you need to assess the Student Teacher's practice teaching as a whole; rather, focus on the lesson you are observing, keeping in mind the specifics the Student Teacher has asked you to observe and what you know from your own subject area expertise. Furthermore, do not feel that you need to address all these questions. They are meant simply as guidelines.

- Is the lesson well-organized and substantive?
- Is the pace of the class reasonable and appropriate for the students? (Do most students seem to be "with" the Student Teacher or are many either lost or bored because of the pace)?
- Do the activities flow well together and does the Student Teacher do a good job of making transitions between them?
- Does the Student Teacher invite and support the active participation of the students?
- Are the students generally focused on and engaged with the task at hand? (Remember that this may look fairly chaotic; noise and movement need not indicate lack of focus and engagement.)
- Does the Student Teacher demonstrate mastery of the subject (in terms of content, accent/intonation [for languages], etc.)?
- Is the Student Teacher able to explain ideas or address student questions in more than one way?
- Does the Student Teacher seem to have a good rapport with the students (characterized by comfort, overall engagement, mutual respect, etc.)?

Appendix E:
Observation Notes (for use by College Supervisors)

Student Teacher _____

Subject/grade _____

Date of observation _____

Class period _____

Supervisors: Please make copies of this form and use it to take notes during each observation. Refer to these notes during your discussion with the student teacher afterwards and use them as the basis for the “Weekly Supervisor Evaluation and Narrative Assessment” form you will complete afterwards. Use as many pages as you need. Note that you do not need to submit these notes.

Time	Observation	Analysis

Appendix F:
Weekly Supervisor Evaluation and Narrative Assessment

Student Teacher _____

Subject/grade _____

Date of observation _____

Class period _____

Supervisors: Please complete this form after each observation, recording how the student teacher is progressing towards meeting each of the following goals. Note that you do not need to submit this weekly form (submit only the mid-course and final evaluation form).

<p>Category I: Planning and Preparation – Student teacher/candidate 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, knowledge of assigned students, and the instructional context.</p>
<p>Category II: Classroom Environment - Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.</p>
<p>Category III: Instruction - Student teacher/candidate, through knowledge of content, pedagogy and skill in instruction, engages students in learning by using a variety of instructional strategies.</p>
<p>Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.</p>

Appendix G:

S A M P L E Weekly Supervisor Observation Notes

John Doe
March 11, 2005

Economics/Government
1st Period

Time	Observation	Analysis
8:00	Students enter, sit down, talk quietly. J interacts with them – says hi, shakes hands.	Good rapport. Students and J are clearly comfortable together.
8:15	“OK guys, I’m going to give your tests back... For all the complaining, you did pretty well.” Some snickers from students.	Good to have some humor.
8:18	“OK, we’re finished with the test, now we are going to move into government.” “What do you know about the legislative branch?” A few students reply. “Here’s what we’re going to do...”	Good to tell students what is planned. Prepares them for what’s coming. Good to start with what they know. Again, good to preview, give them a sense of what’s coming.
8:20	“As we remember from the test...”	Good to make connections, keep reinforcing what they have learned.
8:23	J goes through notes on overhead. Students write notes down. As points that were previously studied come up, J reminds students, asks them to make connection.	Good to have overheads and clear outline. It’s not the most scintillating way to teach, but it is well-organized and students are participating. Again, good to keep making connections to what students have already studied. Maybe ask them to make more of the connections themselves rather than simply remind them of the connections?
8:25	J continues to work through overhead notes. Students continue writing quietly, asking occasional clarification questions. J sometimes knows answers, sometimes doesn’t. Is honest and direct in both cases.	These students are extremely well-behaved, focused, and attentive, for the most part. A core of them seems to participate most actively, but a lot are taking notes. It will be important, as you move forward, to learn more about this subject matter as part of your preparing to teach it. I know that there is a lot in social studies, but it’s important to know a fair amount about what you are teaching.
8:27	Student Q: “So do all cities and states have the same laws?” J answers: “Interesting that you ask that.” J explains difference between federal and local legislature.	Good that students feel so comfortable interjecting questions. Also good that you show your enthusiasm and responsiveness when they do. I’d like to see more of this kind of exchange, more of you following up more thoroughly on student-initiated issues.
8:30	J explains example of people in a particular neighborhood putting garbage cans on streets to deal with trash but then getting fines. J: “If it was on your street, would you pay the fines?”	Good example. Good use of humor. Lots of good student participation. Good to make it personal – ask them to imagine if this situation applied to them. While this was a good example, I think the discussion of it went on a bit too long. It’s not that substantive.

Sample Weekly Observation Notes, *continued*

8:35	<p>J returns to notes on overhead. Sts refocus on taking notes.</p> <p>Sts erupt in critique at an issue they think isn't fair (regarding the structure of the government). One st (who has been taking very thorough notes) says: "That's why I don't want to learn about it. 'Cause it's stupid."</p> <p>Sts seem to want to engage in some immediate critique. J responds but also keeps moving through notes.</p>	<p>It's great to see them so enthusiastic, so responsive, so willing to speak their minds and raise critical questions. Is there a way to pick on all of this passion? Like saying: "If you know about it, you can work against it or try to change it." Or, "How do you think it should be?"</p> <p>It's important to balance what you want to cover with responding to st interest.</p>
8:45	<p>J connects back to previous discussion.</p> <p>St question: "How can you be a representative?" J answers this question by explaining the process of how one becomes a representative.</p>	<p>Again, good to keep making connections.</p> <p>Important to answer on this more literal level, but I thought the st was maybe asking a deeper question, such as, How can one represent the people? Even if she wasn't, you could follow up on that possibility.</p> <p>Sts are really pressing these issues, not just accepting what they are told. That is great.</p>
8:50	<p>Sts keep asking questions</p>	<p>Maybe ask sts to research and answer some of the Qs they pose? It's too bad to see all this good critical inquiry go unpursued.</p>
8:55	<p>J asks: "Do you think there should be a limit on terms?"</p>	<p>Again, good question, but I'd like to see you push the sts for more answers and to listen a bit more to one another's responses.</p>
9:00	<p>"Watch the video, take some notes on the sheet I gave you..." Video starts.</p>	<p>Good to have a sheet for a guide, but give them a minute to read over the questions first, get prepared so that they can respond thoroughly.</p>
9:02	<p>After a few minutes sts say, "Whoa, slow down! Can you rewind?"</p>	<p>Do it. Use a remote. Stop the video and let them ask questions. If they are this interested, it's important to give them time to be engaged. A few just gave up because the video went too fast. I couldn't have taken notes either.</p>
9:10	<p>Video repeats some of the lecture.</p>	<p>That's good for review but it's also important to give sts a chance to comment on the differences.</p>
9:20	<p>Video talks about letters</p>	<p>Maybe follow up on this? Have sts write letters expressing their feelings about the war? They seem very fired up and directing their energy in a real way could be very productive.</p>

Sample Weekly Supervisor observation notes, *continued*

9:25	<p>Video over. J puts stuff away then poses question: “If we didn’t have division of powers, what would happen?” Sts respond.</p> <p>J poses another question: “Would the Founding Fathers be satisfied/ What would their responses be to the way the US is working right now?”</p>	<p>These are good questions, but you need to push them. Get more perspectives from more sts. Go deeper into what the students are saying. You are asking good questions but you need to follow through the make them deeper. Really pay attention to the answers and the questions sts have.</p>
9:35	<p>Ms K joins in the discussion. A few sts who haven’t spoken yet chime in. Continued lively debate.</p> <p>Bell rings.</p>	

Appendix H:

****S A M P L E****

Weekly Supervisor Evaluation and Narrative Assessment

Category I: Planning and Preparation – Student teacher/candidate 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, knowledge of assigned students, and the instructional context.

- Lesson plans are still bit sketchy
 - notes for the overhead are fine
 - video wasn't on lesson plan
 - the number of minutes on plan don't add up to the number of minutes in the period
- Follow up on st questions and interests (for instance, get that "I'm Just a Bill" excerpt from School House Rock. Check out TLA video, they may have it. Or ask the library how to get a hold of it.)

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

- Establishing an Environment of Respect, Support, and Learning; Managing Classroom Procedures; and Organizing Physical Space
- Good rapport with students; it's clear that they are comfortable with J and J with them

Category III: Instruction - Student teacher/candidate, through knowledge of content, pedagogy and skill in instruction, engages students in learning by using a variety of instructional strategies.

- While J posed questions and got the sts involved, he doesn't go into depth with their answers or their further questions. The discussion, therefore, while animated and lively, did not go as deep as it might have. These are amazingly energetic and thoughtful sts, and they (like all sts) deserve deeper conversation, more challenges. J needs to work on paying close attention to what students' say, pushing those thoughts further and deeper, asking other students to make connections or challenges, etc. There is a difference between making students feel involved (inviting and valuing their input) and taking them seriously as thinkers (really taking up and pushing their thoughts), setting up a real critical inquiry environment, pursuing the issues raised. J is doing the former but needs to work more on the latter.
- Good mapping out for students orally of what to be prepared for during the lesson. It's clear that J has an overall plan and it's good to let sts know what that is so they know what to expect.
- Good making of connections to previous work completed in the class. This shows that J is paying attention to the continuity of the course and the material.
- Good posing of questions, asking students to connect to their own experiences.

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.- Think about adding some further variety, creativity, follow-up to the lessons. This is really another version of challenging students and himself further to make this stuff exciting. They are a very well-behaved and motivated group and therefore easier to keep focused, but J is still responsible for being more imaginative, proactive, and prepared in engaging them.

Appendix I:
**The NASDTEC Interstate Agreement
 Facilitating Mobility of Educational Personnel**

The NASDTEC (National Association of State Directors of Teacher Education and Certification) Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements which must be met in a reasonable period of time.

What it is:

The interstate agreement, arranged by NASDTEC, is a collection of over 50 individual agreements by states and Canadian provinces. Each individual "agreement" is a statement by that state or jurisdiction outlining which other states' educator certificates will be accepted by that state. Specifically the agreement outlines which particular types of educator certificates (teachers, administrators, service personnel, or career/technical), and which particular styles of certifications (titles, fields, etc.) will be accepted.

Such an "acceptance" agreement means that the "receiving" state will issue some form of authorization allowing the inbound certificate holder to legally teach or provide service in the receiving state, provided the license issued by the "sending" state is acceptable under the agreement. This authorization may be limited in time by the receiving state, and the receiving state may impose additional requirements which need to be accomplished before the educator can teach or practice after the end of the time limit.

What it is not:

It is not a collection of 2-way agreements of reciprocal acceptance. For example, although Georgia affirms with its agreement that it will accept certificates from Connecticut, this acceptance in no way implies that Connecticut will accept Georgia certificates.

It is not a guarantee that all certificate titles will be accepted by a receiving state. For example, in the "sending" state you may hold a "temporary" or "provisional" certificate which is excluded from the agreement signed by the "receiving" state. In such a case, the NASDTEC Interstate Agreement provides no help toward your receipt of a certificate in the "receiving" state.

It is not necessarily "full" reciprocity. The educator may have to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in the new state.

**NASDTEC 2005 – 2010 Agreement (As of August 30, 2006)
 Jurisdiction Status – PENNSYLVANIA – Teacher**

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

**Appendix J:
Professional Standards and Practices Commission**

THE CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

(22 Pa. Code §§235.1 - 235.11)

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

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

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

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

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

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

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

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations

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

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

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

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employes, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employe.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

Education Program Faculty and Staff

Ann Brown, Student Adviser and Teacher Education Program Coordinator
Bettws-y-Coed, Room 305, Bryn Mawr College
(610) 526-5376
abrown@brynmawr.edu

Jody Cohen, Senior Lecturer
Bettws-y-Coed, Room 303, Bryn Mawr College
(610) 526-5214
jccohen@brynmawr.edu

Alison Cook-Sather, Professor
and Coordinator, Teaching and Learning Initiative
Bettws-y-Coed, Room 302, Bryn Mawr College
(610) 526-5396
acooksat@brynmawr.edu

Heather Curl, Instructor
Founders 028, Haverford College
hcurl@brynmawr.edu

Debbie Flaks, Instructor
dflaks@brynmawr.edu

Howard Glasser, Post-Doctoral Fellow in Science Education
Bettws-y-Coed, Room 307, Bryn Mawr College
(610) 526-7578
hglasser@brynmawr.edu

Alice Lesnick, Senior Lecturer and Director
Bettws-y-Coed, Room 213, Bryn Mawr College
(610) 526-7944
alesnick@brynmawr.edu