



COMMONWEALTH UNIVERSITY OF PENNSYLVANIA

COLLEGE OF ARTS, HUMANITIES, EDUCATION, AND SOCIAL SCIENCES
COMMONWEALTH UNIVERSITY (CU): Bloomsburg, Lock Haven, and Mansfield
OFFICE OF TEACHER PREPARATION, CLINICAL PRACTICE, AND
CERTIFICATION
FIELD and CLINICAL EXPERIENCES HANDBOOK
Initial Teacher Education Certification Programs

SPRING 2026

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Overview of Field and Clinical Experiences

Teaching is a challenging, inspiring, and deeply rewarding profession. Field and clinical experiences allow teacher candidates to observe, plan, teach, reflect, and grow within real classrooms—building skills in instructional design, self-evaluation, and professional practice. At Commonwealth University of Pennsylvania, education students complete coursework alongside a series of field and clinical experiences. This Handbook is a guide from entry-level courses through student teaching which is a culminating stage on an academic program for initial teacher preparation.

Teacher candidates should review it carefully and follow all guidelines to ensure success in their preparation. In this guide you will find information on required clearances, professional dispositions, hours requirements, policies related to attendance and professionalism and required fieldwork and clinical experiences documents for completion.

Guidelines for All Field and Clinical Experiences

- Pennsylvania’s Professional Practice for Educators

The College of Arts, Humanities, Education, and Social Sciences (CAHESS) is committed to graduating teachers that meet all standards noted in the [Code of Professional Practice and Conduct](#) by the Pennsylvania Department of Education (PDE). CAHESS accomplishes this through classroom and field experiences that prepare teacher candidates to meet PDE’s competencies and professional dispositions for certification upon graduation.

- Compliance with PDE Field and Clinical Experiences Competencies

The CAHESS supports and develops the preparation of teacher candidates at each stage of field and clinical experience through alignment with [PDE’s general set of field experience competencies](#). Competencies for each field and clinical experience stage including student teaching are noted in the appropriate section and are assessed as part of the course in which the field and clinical experience is linked.

- Role and Assessment of Professional Dispositions

Professional dispositions are professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors to support student learning. The CAHESS has identified the following professional dispositions within the Unit’s Conceptual Framework: Uphold Professional and Ethical Standards, Embrace Diversity, Engage in Collaborative Endeavors, Reflect and Problem-Solve, and Value Lifelong Learning. Assessment of teacher candidate professional dispositions is conducted through the CFAST (Candidate Preservice Assessment of Student Teaching) and Pre-CFAST conducted in Stage 3 and Student Teaching. (The Ohio State University, <https://ehe.osu.edu/accreditation-placement-licensure/accreditation/candidate-preservice-assessment-student-teaching-cpast>)

The CFAST Form was created as part of the Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Project. VARI-EPP is a group of Ohio educator preparation programs who have collaborated since 2014 in order to develop instruments, including the CFAST Form, that meet CAEP Accreditation requirements.

- Required Clearances for All Field and Clinical Experiences

The College of Arts, Humanities, Education, and Social Sciences (CAHESS) requires that the following clearances must be acquired and kept up to date in accordance with PDE regulations. There are fees associated with some of the clearances. Clearances are required to enter all field and clinical experiences and must be renewed prior to student teaching. Students must upload their clearances into the Commonwealth University Teacher Clearance Database upon admittance to the University and acceptance in a Teacher Education Preparation program.

Clearance Reminders

- * Keep copies of all clearances for your records — they cannot be emailed, faxed, or mailed to you.
- * Review instructions for obtaining and uploading clearances in the Teacher Candidacy Program “course” in Brightspace.

*** Do NOT upload your clearances into Brightspace. These should be uploaded to the CU Clearance Database. Please visit the Brightspace course for instructions.**

- * Watch your email, you will receive an email with a “Completed Clearances and Forms” screenshot. This is provided once all clearances have been received. Keep this for your records.

*** After receiving notification that all clearances have been approved in the CU Database, by the Office of Teacher Preparation, Clinical Practice and Certification, students are required to contact their school to provide the approved clearances directly to the school administration. This should be completed minimally 2-3 weeks prior to entering all field placements, to ensure there is adequate time for the school to process the clearances before the field and clinical placement begins.**

Questions about this process? contact Beth McClure at bmccclure@commonwealthu.edu.

The (7) required clearances for all students are listed below. However, your field or clinical experiences placement in a PK-12 location may require additional clearance requirements or school / district documentation forms, which will be indicated to you, if applicable by the school. **Information on obtaining and uploading clearances can be found in the Brightspace Teacher Candidacy Course on the Office of Teacher Preparation, Clinical Practice and Certification webpage located at:** <https://www.commonwealthu.edu/offices-directory/teacher-preparation-clinical-practice-and-certification>

1. Negative Tuberculosis (TB) Tine Test - Tuberculosis Test
2. Act 34 of 1985 (Pennsylvania Criminal Record Check)
3. Act 151 of 1985 (Child Abuse History Clearance)
4. Act 24 - Arrest and Convictions
5. Act 114 of 2006 (FBI Federal Criminal History Record)
6. Act 126 – (Mandated Child Abuse Reporter Training)
7. Professional Liability Insurance – can be obtained through SPSEA

Additional Clearance for Field Experiences in a Daycare or Preschool Setting may be required.

*[National Sex Offender Registry \(NSOR\)](#) – This clearance is only required for teacher candidates who are planning to complete field experiences in a daycare or pre-school setting.

- Affiliation Agreements

The College of Arts, Humanities, Education, and Social Sciences is proud to have strong partnerships with hundreds of participating regional and state-wide school districts and agencies. The legal agreements allowing Commonwealth University’s students to spend time learning in clinical partners’ educational sites are called **Affiliation Agreements (AA)**. It is important that all Commonwealth University of PA field and clinical experiences be completed with AA partners only. It is a violation of Commonwealth University of PA policy to work with unapproved AA partners. Many of CU’s courses

in teacher preparation programs have predetermined field and clinical experiences. Field experiences for courses without embedded field experiences should be discussed with the instructor of the course.

- Professionalism Expectations

Dress - At all field and clinical experiences, it is expected that you will dress in professional attire in accordance with district/site specific policies.

Arrival and Departure - Ensure that you coordinate arrival and departure times at the school/organization with those who are hosting the field or clinical experience.

Professional Ethics - Observe high standards of professional ethics; for example, never speak disparagingly or negatively of the school, the school personnel, or the PK-12 students (See link for [NEA Code of Ethics for Educators](#) and [PA Code of Ethics](#))

Professional Standards - During field and clinical experiences, you must demonstrate the highest professional standards in the use of language, writing, use of electronics and digital communication and personal behavior—both in and out of the classroom.

Social Media - Teacher candidates are encouraged to exercise caution when sharing information, both pictorial and verbal content, on social media of all kinds. Setting security to private is highly suggested on all social media platforms. Hiring agencies review prospective employees' social media presence. Teacher candidates should make their public image as professional as possible in all settings. CU highly recommend refraining from interactions with school students, families, and school on social media.

- Addressing CU Student Misconduct During Field and Clinical Experiences

The College of Arts, Humanities, Education, and Social Sciences abides by Commonwealth University's standards of conduct, both on and off campus, which are expressed through the CU [Student Code of Conduct](#). When a student's conduct issue arises while the student (teacher candidate) is completing the field experiences, procedures to provide appropriate due process will be followed:

Early Field Experience

1. The course instructor becomes aware that student misconduct or disposition of concern allegedly has occurred. The course instructor meets with the student and notifies the Office of Teacher Preparation, Clinical Practice and Certification, and the Department Chair.
2. Working in collaboration with the Dean, the Department Chair and the Office of Teacher Preparation, Clinical Practice and Certification the course instructor will provide a summary of the alleged incident and recommendations of next steps following the Student Code of Conduct guidelines.
3. The student could be removed from the field experience while the situation is reviewed, which may impact successful course completion.

Student Teaching

1. The course instructor becomes aware that the student (teacher candidate) misconduct allegedly has occurred and **notifies the University Supervisor**.
2. The University Supervisor notifies **both** the Department Chair and the Office of Teacher Preparation, Clinical Practice, and Certification.
3. Working in collaboration with the CAHESS dean, the Department Chair and the Office of Teacher Preparation, Clinical Practice and Certification ensures that the student (teacher

candidate) is temporarily removed from the site in which the issue occurred and from the course, when appropriate, until the matter has been investigated and the student (teacher candidate) has been found to be in good judicial standing with the University. A student (teacher candidate) who is notified of an interim removal from a course will not be permitted to attend the course during the interim removal period but may attend his or her other courses.

The University has policies that are followed regarding the above.

- [Pennsylvania Model of Code of Conduct for Educators](#)
- [Student Conduct | Commonwealth University](#)
- [Student Complaints and Concerns | Commonwealth University](#)
- [Title IX | Commonwealth University](#)

Teaching Undergraduate Stage 1 & Stage 2 – [PDE Framework for K-12 Program Guidelines](#)

- Overview of Stages 1 and 2

The first two stages for teacher certification programs begin with observations and explorations. Education students will begin to demonstrate evidence of meeting competencies in these stages through identified sequential and developmental field experiences. Students are responsible for successfully completing the field experiences in these two stages before moving on to the pre-professional semester or Stage 3 practicum.

Stage	Activities to Help Students Acquire Knowledge and/or Skills
Stage One: Observation	Students are observers in a variety of education and education-related settings so that students have a broad experience and learn as much as possible about the learner and educational philosophy.
Stage Two: Exploration	This is an experience in which the candidate works under the teacher’s supervision during individual tutorials or with a small group of students. Activities can include tutoring, subject matter experiences, small group conversations, outdoor play, and monitoring classroom routines and procedures.

Correlating Objectives/Dispositions/Competencies

Stage 1 Competencies
<p>Stage 1. A. Planning and Preparation Competencies</p> <p>Stage 1. A. 1 – Reflects on elements of planning and preparation from observations in educational settings.</p>

Stage 1. A. 2 – Applies knowledge of PA Pre-K-12 Academic Standards to classroom observation.

Stage 1. A. 3 – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.

Stage 1. A. 4 – Identifies how learning goals were developed to address individual student needs.

Stage 1. A. 5 – Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

Stage 1. B. Classroom Management Competencies

Stage 1. B. 1 – Describes elements of effective classroom management observed in various educational settings.

Stage 1. B. 2 – Observes teacher-to-student and student-to-student interactions and reflects on those observations.

Stage 1. B. 3 – Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

Stage 1. C. Instructional Delivery Competencies

Stage 1. C. 1 – Observes and reflects on effective verbal and non-verbal communication techniques.

Stage 1. C. 2 – Observes and reflects on effective questioning and discussion techniques.

Stage 1. C. 3 – Identifies ways in which technology is used as a teaching and learning tool.

Stage 1. C. 4 – Reflects on the level of active student engagement during instructional delivery.

Stage 1. C. 5 – Observes methods of communication of instructional goals, procedures, and content.

Stage 1. D. Professional Conduct Competencies

Stage 1. D. 1 – Represents integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.

Stage 1. D. 2. – Complies with school policies and procedures regarding professional dress, attendance, and punctuality.

Stage 1. E. Assessment Competencies

Stage 1. E. 1 – Identifies and reports on various kinds of assessments used in instruction.

Stage 1. E. 2 – Assesses their own professional growth through focused self-reflection.

Stage 1. F. Knowledge of Diverse Learners Competencies

Stage 1. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.

Stage 1. F. 2 – Reports on effective practices and opportunities designed to communicate with and engage families.

Stage 2 Competencies

Stage 2. A. Planning and Preparation Competencies

Stage 2. A. 1 – Reflects on elements of planning and preparation from observations in educational settings.

Stage 2. A. 2 – Applies knowledge of PA Pre-K-12 Academic Standards to classroom observation.

Stage 2. A. 3 – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.

Stage 2. A. 4 – Identifies how learning goals were developed to address individual student needs.

Stage 2. A. 5 – Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

Stage 2. B. Classroom Management Competencies

Stage 2. B. 1 – Describes elements of effective classroom management observed in various educational settings.

Stage 2. B. 2 – Observes teacher-to-student and student-to-student interactions and reflects on those observations.

Stage 2. B. 3 – Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

Stage 2. C Instructional Delivery Competencies

Stage 2. C. 1 – Observes and reflects on effective verbal and non-verbal communication techniques.

Stage 2. C. 2 – Observes and reflects on effective questioning and discussion techniques.

Stage 2. C. 3 – Identifies ways in which technology is used as a teaching and learning tool.

Stage 2. C. 4 – Reflects on the level of active student engagement during instructional delivery.

Stage 2. C. 5 – Observes methods of communication of instructional goals, procedures, and content.

Stage 2. D. Professional Conduct Competencies

Stage 2. D. 1 – Represents integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.

Stage 2. D. 2. – Complies with school policies and procedures regarding professional dress, attendance, and punctuality.

Stage 2. E. Assessment Competencies

Stage 2. E. 1 – Identifies and reports on various kinds of assessments used in instruction.

Stage 2. E. 2 – Assesses their own professional growth through focused self-reflection.

Stage 2. F. Knowledge of Diverse Learners Competencies

Stage 2. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom).

Stage 2. F. 2 – Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

Steps for Obtaining and Participating in Stage 1 and Stage 2 Field Experiences

1. Locating placements

All Stage 1 and 2 field experiences, in person or virtual, are formally associated with a course. When a course includes a field experience, it will be indicated in the syllabus. Students should work with their course instructors to obtain field hours. This is more than just a requirement for admission to the Teacher Candidacy Program (TCP). This is an opportunity to explore what it means to be a teacher. Students are encouraged to take advantage of this chance to learn from the teachers they observe and to identify challenges that they can address in the coming years.

Video Observations

Courses with Stage 1 field experience will offer video observations as indicated in the syllabus. No university student may contact a school and schedule his or her own video observations.

2. Placement notification

The Office of Teacher Preparation, Clinical Practice and Certification will support professors with field experiences at the University. The appropriate director must be made aware of any field experience prior to its start. This is done by the course instructor. Course instructors may require early field placement students to complete one or more of the following forms located in Appendix III.

- Sample Record Sheet for Observation Experiences
- School Verification Form for Commonwealth University

3. Complete course assignments and evaluations. Send “thank you” notes to host teachers, if applicable.

Teaching Undergraduate Stage 3

- Overview of Stage 3

Often called a “practicum,” Stage 3 gives students a chance to practice skills learned in past field experiences and education classes. This is the opportunity to get a “mini” student teaching experience prior to student teaching in the final semester. **Students are responsible for their own transportation to field experience placements.**

Stage	Activities to Help Students Acquire Knowledge and/or Skills
Stage Three: (Third & Fourth Years) Pre-Student Teaching	Teacher candidates work with district teachers and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers, and supervisors. Students are expected to work with materials they have prepared and created for classroom instruction.

Correlating Objectives/Dispositions/Competencies

Stage 3	
Competencies	Courses
<p>Stage 3. A. Planning and Preparation Competencies</p> <p>Stage 3. A. 1 – Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.</p> <p>Stage 3. A. 2 – Adequate knowledge of PA Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.</p> <p>Stage 3. A. 3 – Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.</p> <p>Stage 3. A. 4 – The ability to use formative and summative assessments to adapt learning goals that match individual student needs.</p> <p>Stage 3. A. 5 – The ability to plan instruction using appropriate resources, materials, technology, and activities to engage students in meaningful learning based on their instructional goals.</p> <p>Stage 3. B. Classroom Environment Competencies</p> <p>Stage 3. B. 1 – Maintains a culture which values the development of meaningful, caring, and respectful</p>	<p>See Appendix II Coursework with Embedded Field Experiences – At a Glance</p>

relationships between teacher and students and among students.

Stage 3. B. 2 – Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.

Stage 3. B. 3 – Uses classroom resources to support equity and maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, and ability.

Stage 3. B. 4 – Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.

Stage 3. B. 5 – Identifies opportunities for productive family and community contact.

Stage 3. B. 6 – Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

Stage 3. C. Instructional Delivery Competencies

Stage 3. C. 1 – Uses effective verbal and non-verbal communication techniques.

Stage 3. C. 2 – Uses effective questioning and discussion techniques.

Stage 3. C. 3 – Uses a variety of instructional strategies that are appropriately selected according to age, gender, individualism, culture, ability, and skill and which reflect evidence of student engagement, new learning, and assessment.

Stage 3. C. 4 – Uses technology as an effective teaching and learning tool.

Stage 3. C. 5 – Provides appropriate progress feedback to students in a timely manner.

Stage 3. C. 6 – Uses active student engagement during instructional delivery.

Stage 3. C. 7 – Uses formal and/or informal assessment to measure student responsiveness to instruction.

Stage 3. C. 8 – Constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent

to which learning goals were achieved and can offer alternative actions if necessary.

Stage 3. C. 9 – Clearly communicates instructional goals, procedures, and content.

Stage 3. D. Professional Conduct Competencies

Stage 3. D. 1 – Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.

Stage 3. D. 2 – Demonstrates knowledge of and participates in district, college, regional, state and/or national professional development growth and development opportunities.

Stage 3. D. 3 – Exhibits integrity, ethical behavior, and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.

Stage 3. D. 4 – Applies safety precautions and procedures.

Stage 3. D. 5 – Complies with school policies and procedures regarding professional dress, attendance, punctuality, and the use of technology.

Stage 3. D. 6 – Develops and maintains professional relationships with school colleagues.

Stage 3. E. Assessment Competencies

Stage 3. E. 1 – Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, and psychomotor.

Stage 3. E. 2 – Makes norm-referenced and criterion-referenced interpretations of assessment results.

Stage 3. E. 3 – Applies interpretations to inform planning and instruction for groups and individual students.

<p>Stage 3. E. 4 – Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.</p> <p>Stage 3. E. 5 – Constructs assessments to match cognitive, affective, behavioral, and/or psychomotor curricular goals.</p> <p>Stage 3. E. 6 – Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s Taxonomy).</p> <p>Stage 3. E. 7 – Assesses their own professional growth through focused self-reflection.</p> <p>Stage 3. F. Knowledge of Diverse Learners Competencies</p> <p>Stage 3. F. 1 – Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.</p> <p>Stage 3. F. 2 – Recognizes and supports elements of a positive learning environment that values and models respect for all students.</p> <p>Stage 3. F. 3 – Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.</p> <p>Stage 3. F. 4 – Recognizes policies and procedures designed to ensure that all students, particularly those traditionally undeserved, are valued in the school.</p> <p>Stage 3. F. 5 – Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.</p>	
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Steps for Obtaining and Participating in Stage 3 Field Experiences

Stage 3 placements are housed in credit-bearing courses, which means students must pay for the associated credits and fees. To participate in these students must be fully accepted in the Teacher Candidacy Program and have current clearances on file.

Students are expected to meet all expectations of the courses including, but not limited to, working with mentor teachers, planning and teaching lessons, meeting objectives, completing reflective journals, preparing time sheets, conducting self-assessments, and completing all assignments. A Stage 3 field experience must be completed prior to student teaching.

Stage 4 – Student Teaching

- Philosophy
Commonwealth University of Pennsylvania is committed to the preparation of teachers of the highest quality. The qualities expected of student teachers must be developed through cooperation among the student teacher, cooperating teacher, university supervisor, and school administrator.

The emphasis of the student teaching experience is on developing broadly educated individuals who are knowledgeable in areas of specialization and multiculturalism, skilled in pedagogy, proficient in technology, and cognizant of learners' needs.

- Roles, Responsibilities, and Objectives

- Roles

Many recognizable variables influence the amount of actual experience that student teachers will receive. These variables include the competence of the student teacher, the willingness of the cooperating teacher to share the class, modifications due to administrative decisions, extra-curricular programs, and curricular organizations. However, there are expectations that serve as standards upon which the Commonwealth University's Teacher Candidacy Program is based. During the initial week(s) of the experience, the student teacher should: (1) become familiar with the school environment; (2) assist the cooperating teacher; (3) review the planned courses of the grade, subject, and school; (4) gradually assume teaching responsibilities; and (5) plan for the remainder of the semester. Commonwealth University of PA expects a strong commitment to the student teaching experience.

- Student Responsibilities

The student teacher should:

- Coordinate arrival and departure times to and from school with those of the assigned school. The student teacher should not request permission to leave early or arrive late. Daily attendance is required.
- Permission for all other absences must come from the university supervisor. The university supervisor must be notified before the cooperating teacher. Notify the university supervisor and cooperating teacher, in a timely manner, of an absence due to an illness. Excessive absences, depending on the reason, may be made up at a time specified by the university supervisor with the agreement of the cooperating teacher. Excessive absence is defined as more than three days in an assignment. The student teacher must secure permission from the

university supervisor more than one day in advance of the date of an interview leading to a teaching position.

- Observe high standards of professional ethics; for example, never speak disparagingly or negatively of the school, the school personnel, or the students. (Click here for [NEA](#) and [PA Code of Ethics](#))
- Teacher candidates are encouraged to exercise caution when sharing information, both pictorial and verbal content, on social media of all kinds. Setting security to private is highly suggested on all social media platforms. Hiring agencies review prospective employees' social media presence. Teacher candidates should make their public image as professional as possible in all settings. CU highly recommends refraining from interactions with school students, families, and school on social media.
- Demonstrate the highest professional standard in the use of language, writing, and use of electronic media and personal behavior both in and out of the classroom.
- Use tact and discretion to guide actions in the faculty room. The student teacher can do more there to gain or lose acceptance by the regular faculty than anywhere in the school. The student teacher should refrain from arguing, listen well, attend to work, and criticize no one.
- Dress in professional attire in accordance with district/site specific policies.
- Inform the university supervisor immediately if involved in any official legal situations/violations. (e.g., theft, alcohol-related violations, illegal drugs).
- Abstain from accepting gifts or monetary donations from university supervisors.

Failure to comply with any of the professional responsibilities will result in the student teacher being removed from the assignment.

○ Objectives

The student teaching phase of initial teacher certification academic programs is a planned and carefully supervised learning experience within an educational environment. This experience provides teacher candidates with opportunities to integrate the principles, theories, and methods learned and developed in university academic program classes. The insights gathered in the field will assist in developing a philosophy of education and a personal teaching style based on self-reflection and feedback from teacher candidates, cooperating teachers, and the university faculty supervisor. The ten most important objectives of student teaching are:

- To provide opportunities to become self-directed.
- To provide opportunities for reflecting upon and assessing a philosophy of education.
- To provide experiences under full-time supervision for the student teacher to direct teaching-learning situations.
- To provide experiences in using methods, techniques, and instructional materials and technologies that prove to be the most effective in educational settings.

- To provide opportunities for developing desirable professional interests, attitudes, ideas, and techniques of teaching through self-evaluation.
 - To provide feedback for the student teacher through continuous evaluation by the cooperating teacher and university supervisor.
 - To provide experiences for understanding of the actual working conditions of a public school, intermediate unit, and/or approved educational setting. These experiences will include acquaintance with educational policies, regulations, committees, records, reports, and other mechanical aspects of the educational facilities.
 - To provide experiences for observation and participation in extra-curricular activities.
 - To provide opportunities for the student teacher to become aware of the importance of human relations as they apply to students, faculty, parents, and members of the community at large.
 - To provide experiences to the student teacher in recognition of and fostering of individual and cultural differences found among students.
- CAHES Minimum Requirements for Each Student Teaching Placement

The CAHES requirements are aligned with the InTASC (Interstate New Teacher Assessment and Support Consortium) and CAEP (Council for the Accreditation of Educator Preparation) organizations/associations. It is expected that teacher candidate reflections will be incorporated within all requirements. Individual CU departments may require additional artifacts. The minimum requirements include:

- Lesson Plans* - Plans **must** be written for all lessons (See Appendix 1). Lesson plans must be approved by the cooperating teacher prior to delivery.
- Standards-Based Unit Plan - As required by the individual program.
- Focused Observations of Other Teachers/Service Providers – As required by the individual program.
- Video Recording of Lessons – As required by the individual program. (Check district policy regarding parent/guardian releases for video recording).

Note: The university supervisor may have additional expectations that will be provided prior to or during the student teaching experience.

- Placement Process – Student Teaching
All clearances must be renewed prior to student teaching. The Office of Teacher Preparation, Clinical Practice and Certification will communicate these timelines, Advanced preparation is required by the student to ensure all deadlines are met, as placements cannot be confirmed if clearances are not in compliance with the University requirements.

The university director(s) who oversees field experiences are responsible for the placement of student teachers. **Permission from the University’s OTPCPC Director(s) is necessary for any change in a teacher candidate’s placement.**

- Application and Required Documentation

All application materials must be submitted as directed by the Office of Teacher Preparation, Clinical Practice, and Certification. [Directions for submittal of application materials is available in Brightspace folder for Teacher Prep Program.](#)

In addition to the submitted application materials, all student teachers will be required to sign a [Student Teaching Placement Agreement](#), located in Brightspace indicating they have read and understand the Field Experiences Handbook and all Student Teaching Information provided in Brightspace which affect student teaching placements.

- Placement Procedures

The Teacher Candidacy Program at Commonwealth University of PA have established critical guidelines to ensure program integrity and to provide quality educational experiences for all students enrolled in Teacher Candidacy Program. Commonwealth University of PA is closely affiliated with public school districts in many surrounding counties and select counties outside this immediate region. With their cooperation, the University is able to request placement of student teachers within their elementary, middle, and secondary schools. The CAHESS Director of Teacher Education or program coordinators are solely responsible for placement of student teachers. The following guidelines for student teaching placement include:

- Begin the teacher education placement process by completing the admission to teacher education documentation by deadlines shared by the Office of Teacher Preparation, Clinical Practice, and Certification.
- One year prior to student teaching, all teacher candidates must attend a mandatory student teaching advisement meeting and submit a student teaching application to the Office of Teacher Preparation, Clinical Practice, and Certification. Failure to comply will jeopardize the timely placement of the teacher candidate or delay the teacher candidate's student teaching semester.
- Under no circumstance will a request for placement be made for any candidate who has not met all prerequisites for student teaching. All clearances, tuberculosis documentation, and professional liability insurance must be kept current prior to and throughout student teaching. Candidates without current clearances will not be permitted to enter the field.
- Neither candidates nor anyone on their behalf may, under any circumstance, contact school personnel to arrange their own placement(s). University and school personnel consider this to be unprofessional behavior. Failure to comply with this guideline may jeopardize the candidate's student teaching placement(s).
- The OTPCPC Director(s) will request placements in the teaching sites believed to best continue each candidate's professional development. Due to limited field sites, requests to change confirmed student teaching placements may delay the candidate's student teaching semester. The director(s) are responsible to ensure that each placement will meet licensure requirements.
- The OTPCPC Director(s) will request and place candidates in a service area defined as approximately 50 miles from each of the Commonwealth University's campuses— Bloomsburg, Lock Haven, and Mansfield. School districts accepting teacher candidates must

have signed and approved affiliation agreements with Commonwealth University of PA for a placement to occur. There is no guarantee the teacher candidate will be accommodated when requesting such a placement. All placements are based on availability, alignment, and efficiency of qualified supervision following PASSHE and CU placement guidelines.

- A teacher candidate will not be placed in a PK-12 school district in which s/he has attended, has had relatives/personal friends employed, currently has children enrolled, or has any other self or family affiliation. For additional information, consult with the CAHESS Director or program coordinator. It is the responsibility of the student teacher candidate to inform the office of these locations.
- All placements are contingent upon the availability of cooperating teachers and university supervisors. Cooperating teachers must be approved by the school district and meet Pennsylvania Department of Education (PDE) requirements for length of tenure/certification held. Financial hardship does not solely constitute a compelling reason to secure or alter a student teaching placement.
- Teacher candidates are expected to provide their own transportation and housing during student teaching.
- Student teaching marks a significant transition point in the study to become a professional educator. Candidates are expected to demonstrate the professional dispositions and behaviors identified in the College's Conceptual Framework. Those who have applied to student teach must always behave in an ethical and professional manner. This expectation includes the period during which placements are being made. Satisfactory interpersonal behavior and professional performance in classes, meetings, and advisement sessions are required. Failure to comply with this guideline may negatively impact the candidate's performance during the student teaching placement. Additional information may be provided by the director, program coordinator, and/or department chairperson in the candidate's program of study.

- Placement Changes

Once a student teacher is placed, changes to a placement are extremely rare and only made for extenuating circumstances. All placement change requests must be submitted to the Director of the Office of Teacher Preparation, Clinical Practice, and Certification.

- Virtual/Remote Placements

Student teachers are expected to prepare and provide instruction to students through the same methods as is expected of their cooperating teachers by the school district. This may include face-to-face, hybrid, or virtual formats and may shift throughout a placement, given state or district mandates. It is highly recommended that student teachers take part in any training and/or professional development opportunities provided within the district or externally to prepare themselves to meet expectations and to provide high-quality instruction to their students. Student teachers should also familiarize themselves with the learning management system (LMS) utilized by the school, as well as any other technologies or web-based platforms supported by the district.

No more than 50% of a student's placement may be in a virtual school placement (PDE).

- Out of State Placements

Guidelines for out of state placements follow PDE's policy updated January 2025 and can be found on [PDE's website outlining the Out-of-State Field Experience Policy](#)

No more than 50% of a student's placement may be in an out of state placement.

- Cooperating Teachers and Faculty Supervisors Roles

- Cooperating Teachers

The cooperating teacher helps the student teacher plan, work with students, and gradually allows the student teacher to assume full-time teaching responsibilities. The cooperating teacher will follow the requirements of the University's student teaching program. [The Pennsylvania Department of Education Chapter 354.25, Preparation Program Curriculum](#) is used as a guideline.

Cooperating teachers will be selected and assigned based on the following criteria:

- Have at least three years of teaching experience, one of which is in the school entity to which the student teacher is assigned.
- Have a teaching assignment appropriate to the subject competency of the student teacher.
- Have observation and evaluation skills developed to monitor student teacher progress.

Act 48 Credit Hours for Cooperating Teachers

Question: Can Mentor Teachers Earn Act 48 Credits?

Yes, educators serving as mentor teachers for student teaching candidates can earn Act 48 hours as outlined on the PDE website. Please refer to the [PDE website link](#) for additional information, as general information is included below.

- Mentors of educators and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit only if the LEA approves the professional development hours.
- Mentors/Supervisors may receive up to 15 hours per inductee or student teacher totaling no more than 45 hours in a compliance period.

Question: How can mentor teachers obtain ACT 48 hours?

- At the end of each academic semester, Commonwealth University will issue a certificate verifying the service of the mentor teacher. Commonwealth University does not provide or upload Act 48 hours, only a certificate of service is provided. Mentor teachers must work with their individual district/school leadership to obtain and document Act 48 credit.

- Faculty Supervisor

Faculty supervisors are responsible for guiding the learning experience of the student teacher and for evaluating their progress. To this end, faculty supervisors make several visits during the student teaching semester. Since the distance to be traveled and needs of individual students will affect specific demands placed on supervisors, the following are established as minimum criteria:

- Supervisors of student teachers are expected to complete a minimum of two (2) visits per placement and at least four (4) visits per semester

(CAEP expectation) with the option to go up to four (4) visits per placement and eight (8) visits per semester.

- A **visit** is defined as a discussion with the cooperating teacher, student teacher, and supervisor concerning the progress of the student teacher. An observation consists of at least a review of the lesson plan, observation of the lesson, and post conference with appropriate feedback.
 - Documentation is required on all formal observations made by student teacher supervisors. Three copies of an observation form should be made. The student teacher and cooperating teacher shall be given a copy of the observation form, and the supervisor shall retain a copy for his/her records.
 - Participation at the mid-point and final student teacher evaluation in the Candidate Preservice Assessment of Student Teaching (CPAST). The University supervisor will provide a copy of the CPAST and discuss the assessment with the cooperating teacher and student teacher.
 - The supervisor shall complete the PDE 430 form at least twice for each student teacher. The student teacher will review the forms with the supervisor and sign. These two forms are confidential and used for certification. One will be completed mid-semester and one at the completion of the semester. (See Appendix 1)
 - CPAST - Located in University Supervisor Brightspace Course
 - PDE 430 - Located in University Supervisor Brightspace Course
 - **Students and supervisors are required to sign the PDE 430's**, and electronic copies must be provided to the Office of Teacher Preparation, Clinical Practice and Certification.
 - Supervisors should remind students to keep their copies of the PDE 430's as they will need it for certification in PA and other possible state certifications.
 - Additional information regarding the assessments can be found in the CU University Supervisor BrightSpace portal.
 - Additional responsibilities of the faculty supervisor are outlined in the "[Duties of a University Supervisor Checklist](#)."
- Orientation Experiences of the Student Teacher

The first few days in the student teaching experience are an orientation period. Suggested activities during this time include becoming acquainted with the school, students, environment, cooperating teacher, and other school personnel. The orientation includes the following progressive series of experiences that gradually lead the student teacher into active teaching. To this end, the student teacher should:

- School Facilities

- Provide all emergency contact information to the cooperating teacher and University supervisor.
 - Tour the building locating the lunchroom, principal's office, lavatories, gymnasium, library, nurse's room, faculty room, and special area classrooms.
 - Become familiar with recreation areas.
 - Notice the provisions that have been made for bicycles, coats, individual lockers, and automobiles.
 - Notice the general upkeep of the building and the attempts made to beautify it.
- School Personnel
 - Make a point to talk to the building administrator.
 - Become acquainted with as many of the staff as possible, especially advisors, curriculum directors, librarians, custodians, nurses, and office staff.
 - Arrange to observe other teachers/service providers in the building based on the discretion of the cooperating teacher.
 - Become familiar with emergency procedures (e.g., fire drills, snow days, bomb threats), including restrictive movement/intruder drills.
- School Regulations
 - Observe the morning and afternoon times that teachers enter and leave the school building.
 - Learn the special supervisory duties of all teachers (lunch duty, recreation areas, restrooms, study halls, and hall duty).
 - Determine the homeroom responsibilities of the cooperating teacher.
 - Learn what to do in case of a student absence.
 - Become acquainted immediately with the **approved** classroom management procedures of the cooperating teacher.
 - Review teacher/faculty and student handbooks including the student code of conduct.
- Safety Precautions
 - Learn what to do in the case of an accident and/or emergency.
 - Locate the nurse's room.
 - Pay close attention to the policy regarding the dispensing of medication.
 - Locate the fire exits and routes and know the role of the teacher in emergencies and fire drills.
 - Follow safety precautions for all classes.
- Report Forms
 - Learn all reports the cooperating teacher is expected to keep.
 - Take daily attendance and maintain records.
 - Learn the location of all supplies and the methods of filing and storing them.
 - Learn how to handle special permits and excuses.
 - Become familiar with the reporting and grading system of the cooperating teacher and the assigned school.
 - Secure and become familiar with all record and report forms.
 - Follow the policies of the school district and respect the confidentiality of students.

- Supplies

The student teacher should adhere to school policies in the use of:

- Classroom supplies and equipment.
- Procedures for requisitioning classroom materials, supplies, and equipment for the next academic school year.
- Copy machine or find out who does such work and the procedure for requesting copy services.

- Room Environment and Management

- Follow routine methods used in distributing books, collecting papers, sharpening pencils, leaving the room, hanging coats, going to the library, taking attendance, preparing for lunch, and dismissing class.
- Learn the activities peculiar to the classroom such as rest periods, recesses, special projects, and buying lunch.
- Study the methods used in relaying announcements from the office.
- Observe the standards for orderliness and cleanliness.
- Reinforce established disciplinary procedures.
- Be aware of the general morale and school spirit.
- Become sensitive to the care and attention given to the learning environment such as bulletin board arrangements, student exhibits, table displays, light adjustments, and temperature control.

- Learning About the Students

- Learn the names of students.
- Learn the methods used to group students and the flexibility of the groups.
- Notice the special seating provisions needed for students of various stature, students with vision or hearing problems, and students with physical disabilities.
- Notice the use of student helpers in the classroom and of special school patrols.
- Discover the methods of self-discipline or group management used by the class.
- Find out the responsibilities of students for absences and tardiness.
- Respect the confidentiality of students and follow the policies of the school district.
- Refrain from any discriminatory statements or inappropriate actions.

- Resources

- Make the most of any opportunities to speak to parents/guardians with the approval of the cooperating teacher.
- Know the resource persons connected with the school system and community.
- Study thoroughly all available records.

- Instructional Supplies

- Read the inventory list for the assigned classroom.
- Become familiar with the available textbooks, reference materials, and technology.
- Know which materials the students are asked to buy.

- Know the procedure for ordering or securing additional materials in advance of instruction.
- Resource Materials
 - Thoroughly examine all relevant materials in the classroom made available by the cooperating teacher.
 - Become familiar with basic texts and all areas that will be covered.
 - Become familiar with the curricular sequence.
- Library, Curriculum Materials Center, Multi-Media, and Technology
 - Find out what technology is available for instructional use.
 - Utilize available subject-specific resources.
 - Determine the most suitable technology.
 - Understand the system for securing, using, and returning equipment.
 - Adhere to all school district technology policies (e.g., internet and cell phones).
 - Complete forms necessary to adhere to district technology guidelines.

- Making Detailed Observations

The student teacher should:

- Make notes for questions and comments to be discussed later with the cooperating teacher. The cooperating teacher should also make notes for questions, answers, and comments to be discussed at planned conferences. The following list suggests areas for later analysis:
 - How are desirable work habits being developed?
 - How is student attention gained and held?
 - How are student initiatives stimulated and how are individual and group responsibilities developed?
 - What about discipline? How are conflicts and disputes handled?
 - How is student cooperation achieved and retained?
 - What personal characteristics of teachers seem to create good student morale?
 - How are routine procedures handled in the room?
 - What standards are set for student behavior/ What behavior exists?
 - How are individual and group assignments made?
 - How are subject matter and materials selected and used?
 - How is a lesson introduced, developed, and evaluated?
 - What is being done to differentiate instruction to meet the individual needs of all students?
 - What elements are included in the unit plan?
- Talk between the student teacher and cooperating teacher should occur about observations to be certain that correct impressions are being formed. Open and honest discussions between the student teacher and cooperating teacher are essential to the student teacher's growth.
- Assisting the Cooperating Teacher

The student teacher should:

- Assist in grading papers, scoring tests, writing reports and graphing student progress.
- Utilize electronic attendance, grading, and reporting systems.
- Help in recreation areas during lunch and recesses. In no case is the student teacher expected to assume full responsibility for recreation supervision.
- Maintain classroom management.
- Use special abilities or special knowledge in art, music, storytelling, technology, and science.
- Prepare materials to contribute during class discussion.
- Take charge of part of period to read a story, teach a game, present a film, direct group work, supervise study, or present an assignment.
- Help students in areas needing improvement. Assist students who have been absent.
- Plan to accommodate the needs of all learners in the classroom.
- Provide and integrate supplemental resources to class to enhance learning.
- Be responsible for maintaining an orderly and attractive environment.
- Assume responsibility of the room for intervals when conditions make this necessary (for example, when a visitor enters to whom the teacher needs to give undivided attention).
- Propose new ideas or methods and interesting subject matter that may fit into the class and present them to the cooperating teacher.
- React promptly to the suggestions of the cooperating teacher.
- Be prepared for the next day before leaving school in the evening.

Lesson plan resources

- **Emergency Lesson Plan**

All good teachers are prepared for those occasions and unexpected situations with emergency lesson plans when schedules change. The emergency plan should be readily available for immediate use and contain written parts needed for good planning including objectives, materials, procedures, and assessment. While emergency lesson plans may not necessarily be a part of the curriculum, they should be appropriate to the interest and grade level of the students.

Emergency plans should be ready to be put into action smoothly with hesitation. All material should be ready for use without additional preparation and activities should be challenging. Consider activities that reinforce a skill, facts that are needed later for recall, enrichment, creativity, etc.

- **Planning for Teaching**

In collaboration with the cooperating teacher, the student teacher should:

- Demonstrate knowledge of national, state, and/or common core standards, and assessment anchors. ([PDE Standards of Assessment](#), [PDE SAS View Standards](#))
- Find out what has been previously taught.
- Determine major thematic units or topics to be taught.
- Understand how to make transitions into future thematic units or topics.
- Study carefully the curricular materials to be used by students.
- Decide upon the specific objectives of the particular thematic units or topics.
- Search for and/or develop additional multi-media materials.
- Determine the best plan of organization.
- Decide how to assess student progress including performance-based and alternative means of measurement.

- Example Student Teaching Schedule (one student teaching placement)

- Week 1 Observing, assisting, and possible co-teaching
- Weeks 2-3 10-20% of co-planning and co-teaching responsibilities
- Weeks 4-5 30-40% of co-planning and co-teaching responsibilities
- Weeks 6-7 40-60% of co-planning and co-teaching responsibilities
- **Weeks 6-7 Mid-term Conference**
- **Weeks 6-7 First PDE 430 completed**
- **Weeks 6-7 CCAST completed**
- Weeks 8-9 75-90% of co-planning and co-teaching responsibilities
- Weeks 9-11 Full time co-planning and teaching co-responsibilities
- Weeks 10-14 Full time planning and teaching responsibilities
- **Weeks 15-16 Final Conference**
- **Weeks 15-16 Final PDE 430 completed**
- **Weeks 15-16 Final CCAST completed**
- Weeks 15-16 All additional assignments completed

- Example Student Teaching Schedule (two student teaching placements)

Placement One:

- Week 1 Observing, assisting, and possible co-teaching
- Weeks 2-3 25%-50% of co-planning and co-teaching responsibilities
- Weeks 4 50%-75% of co-planning and co-teaching responsibilities
- Week 5-7 Full time planning and teaching responsibilities
- **Week 7-8 First PDE 430 & CCAST completed & Conference Held**
- Week 8 Fade back teaching responsibilities to cooperating teacher

Placement Two:

- Week 1 Observing, assisting, and possible co-teaching
- Weeks 2-3 25%-50% of co-planning and co-teaching responsibilities
- Weeks 4 50%-75% of co-planning and co-teaching responsibilities
- Week 5-7 Full time planning and teaching responsibilities
- **Week 7-8 Second PDE 430 & CCAST completed & Conference Held**
- Week 8 Fade back teaching responsibilities to cooperating teacher

- Daily Planning

There may be a few experienced teachers who can teach by depending upon the “inspiration of the moment,” but the best teaching is based on careful planning. For that reason, great emphasis will be

placed on thorough planning during student teaching. Careful planning and good organization are characteristics of all skilled teachers. Lesson plans are essential to give direction to teaching and provide for greater student growth. Such plans are actually a working guide. Nothing can contribute more to confidence in teaching than careful planning of what the teacher is to do and how student involvement is to be accomplished.

All daily plans must be given to the cooperating teacher prior to instruction. The student teacher will have lesson plans available for the university supervisor at all times. The plans must be signed and dated by the cooperating teacher verifying approval.

- Unit Planning

Long-range planning must be completed before starting a new section of subject matter. The cooperating teacher and university supervisor will work closely with the student teacher in helping to plan adequately. The key person in planning is the cooperating teacher, who knows the daily planning needs. The working draft must be handed to the cooperating teacher for approval before beginning the unit. (See Appendix 1)

Evaluation of Student Teacher's Professional Growth

- Purpose

Evaluation is an integral part of supervision and teaching. Its emphasis is on increasing growth and self-direction. Evaluation encompasses the total student teacher development rather than some isolated aspect of teaching. Special emphasis is placed on student teacher adjustment and development as a person actively engaged in the learning experiences of students. The ultimate goal of evaluation procedures is to provide the student teacher with guidelines for self-improvement.

Evaluation is not limited to a final grade in student teaching but is an inseparable part of the ongoing work of a teaching career with major emphasis on individual growth in the varied aspects of teaching performance.

- Guidelines

The conceptual framework adopted by the College of Arts, Humanities, Education, and Social Sciences serves as a guide in the evaluation of the student teacher and includes the following principles:

- Evaluations should be in terms of objectives and purposes that are clearly stated.
- The university supervisor and cooperating teacher will share in the evaluation process.
- Evaluation should be continuous.
- Evaluation of the student teacher's progress should lead toward increasing effectiveness in self-evaluation.
- Evaluation should be based on specific evidence and achievement should be clearly indicated.
- Evaluation should provide a written record of student teacher growth and should not be so time-consuming that it distracts from the cooperating teacher's planning, conferring, and contributing to the teaching/learning process. Evaluation should be primarily informal and cooperative.
- Evaluation should be carried on in a variety of teaching/learning activities in which competence is observable.

- Evaluation should result in specific suggestions for the student teacher to apply in subsequent lessons.

- Evaluation Procedures

The evaluation process in student teaching may take many different forms. Several suggestions here may be of value to the student teacher.

- Conferences

Frequent conferences should be held between the student teacher and cooperating teacher. There is no specific time that seems best for conferences, but ample time should be made available. Conferences may be informal and short, but sufficient time should be available to “talk things through.” **It is suggested that at least one conference should be held each week.**

The conference, whether it is between the student teacher and cooperating teacher, or the student teacher, cooperating teacher, and university supervisor, provides the most effective means of giving direct and immediate counsel to the student teacher and of sharing the student teacher’s thinking on professional and even personal matters.

- Focus of University Supervisor Evaluations of the Teacher Candidate

In each visit to the classroom, University supervisors will be looking for many things, all of which will give a basis for judging the student teacher’s effectiveness as a future teacher. In particular, the evaluation will focus on the Framework for Evaluation: Pre-Service Teacher to assess each domain including: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities as designated on the CPAST Form (Mid-Point and Final) and [PDE 430](#) (Appendix I)

- Absences/Tardiness

Attendance and participation in all activities at the school site are required, **including faculty meetings, in-service days, and instructional planning time.** Student teachers are expected to follow the schedules for the school district to which they are assigned. Student teachers have the same working hours as their cooperating teacher. Tardiness on the part of the student teacher is not acceptable, and responsibilities of student teachers to part-time work or university extracurricular activities should not interfere with the student teaching responsibilities. Student teachers should not leave the school building before the closing of the scheduled day. In the event of an absence, student teachers **must notify both their cooperating teacher and their supervisor prior to 6:30 p.m. the evening before the absence.** Official documentation must be provided in the event of an absence due to an **extreme circumstance** (e.g., significant illness, military service, immediately family emergency.) Absences may be required to be made up at the semester’s end as per the discretion of the cooperating teacher and university supervisor. As per the *Professional Responsibilities of the Student Teaching* section, “Excessive absences, depending on the reason, may be made up at a time specified by the university supervisor with the agreement of the cooperating teacher.

Excessive absence is defined as more than three days in an assignment.” **Sub plans** must be left with the cooperating teacher in advance of an absence.

Attendance and participation at regularly scheduled **Student Teaching Seminar** dates are also required. Active participation is expected at each seminar meeting, and student teachers come prepared (and on time to engage in thoughtful discussion/reflection with peers and supervisors. See syllabus and learning

management system for seminar dates and formats/locations (e.g., face-to-face on campus or virtual via Zoom).

Removal from Field or Clinical Experiences or Student Teaching

- Professional Dispositions

Commonwealth University of PA (CU) students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers, and faculty in field experience placements and courses through professional dispositions and behaviors. Positive professional dispositions and behaviors are necessary to continue in the program and to be eligible to student teach. As a student progresses through the program, the student will be assessed using a dispositions evaluation tool at key junctures during the course of the student's career in CU, and the results will be shared with University personnel.

The Commonwealth University's College of Arts, Humanities, Education, and Social Sciences (CAHESS) reserves the right to refuse to place a student in a field experience if it is determined that the placement would endanger the social, academic, or emotional well-being of the children in the placement due to the student exhibiting unprofessional behaviors or conduct as measured through the disposition evaluation process. Moreover, a student may be immediately withdrawn from a placement at any time, if warranted, as determined solely at the discretion of CU.

When an issue or concern arises while the student is completing a field experience, practicum, internship, student teaching placement or other project related to a course for which course credit is being received, multiple University parties may be involved.

Each party has an internal set of procedures that must be followed, including a **Communication of Concern (CoC)** document completed by the University Supervisor. A template of this document can be found in the University Supervisor Brightspace course along with an improvement plan template for use. Use this link to connect to the [CU Brightspace webpage](#)

The goals of the policies that follow are to provide a procedure to coordinate efforts in a timely manner and to provide appropriate due process for the student involved.

- Policies

- *Policy I*

Ultimately, CU students are guests in our partner entities; consequently, they may be removed by district personnel if an issue or concern arises. In such cases, the student forfeits the right to complete the field experience for the remainder of that placement. The student may or may not be reassigned by the University during the semester immediately following such removal. It may be determined that no reassignment will follow, and the student may not be able to complete the requirements of the program.

- *Policy II*

If a course instructor or University supervisor becomes aware that a student issue or misconduct has been alleged to have occurred, the individual notifies the appropriate parties. Working in

collaboration with the appropriate parties, the department chair ensures that the student is temporarily removed, when appropriate, from the site in which the issue occurred; and the student is removed on an interim basis from the course, when appropriate, until the matter has been investigated and the student is found to be in good judicial standing with the University. A student who is notified of an interim removal from a course-related field experience will not be permitted to attend the field experience during the interim removal period but will be permitted to attend the course during the interim removal period. During the interim removal period, it may be determined that the nature of the offense prohibits the student from returning to the field experience.

○ Policy III

If convicted of a felony, which is covered in the School Code and Act 34, the student will be immediately withdrawn from the placement and will forfeit the time spent during the field experience.

○ Policy IV

If indicted for a felony, which is covered in the School Code and Act 34, there shall be removal of the student from the placement until the matter is cleared.

▪ Process for Policy IV

- Immediately upon notification of the indictment, the department chairperson and University supervisor will notify the student of suspension from the placement, and the department chairperson will contact the Dean.
- The student will be assigned to a class or an independent study closely related to the activities assigned during the placement. This assignment should be done within two weeks of notification of the indictment.
- When the student is cleared of the indictment, readmittance will be granted to the field experience.
- In the case of student teaching, no classroom experience or independent study can replace the actual classroom teaching experience; thus, it may be necessary to extend the student teaching assignment to allow for these experiences.

○ Policy V

If it is determined by the University personnel that the teaching competency of the student is at an unsatisfactory level, the student may be removed from the placement. This may result in removal if progress has not been made by the student after an improvement plan has been developed and implemented. If it is determined that the professional behavior or disposition(s) of the student is at an unsatisfactory level, then Policy I may be implemented or an improvement plan developed.

▪ Process for Policy V

- Personnel from CU and external partners (if appropriate) will meet with the student. At this meeting, the student will be made aware of the areas for development and will be given recommendations for improvement.
- An improvement plan will be developed based on the information and recommendations articulated at this meeting. All parties will sign this agreement. If a student refuses to sign the improvement plan, the student will be subject to further

action including, but not limited to, removal from the College of Arts, Humanities, Education, and Social Sciences program.

- Progress or lack of progress will be monitored by CU personnel with feedback given to the student.
- Should no improvement be evident after at least two weeks or longer, as determined by CU personnel, a conference with the student will be held to discuss withdrawal of the student from the field experience. Should the student choose not to withdraw, it will be recommended to the department chairperson that the student be removed from the field experience placement and receive a failing grade for the field experience course. This action shall be done by the department chairperson and the Dean of the College of Arts, Humanities, Education, and Social Sciences.
- If removed from a field experience, the student must seek approval from the department chairperson to repeat the field or clinical course. If approval is granted, the student must earn a grade of C (2.0) or higher in the course. If a grade of C (2.0) or higher is not received in the second attempt, the student will be removed from the College of Arts, Humanities, Education, and Social Sciences program.
- This policy does not pertain to any student whose field placement termination is due to circumstances unrelated to teaching performance or dispositions.

Program Removal

A teacher candidate may be dismissed from their education program as a result of the candidate's termination from a field experience or student teaching placement. In rare situations such as this, the student will not be allowed to reapply to education programs at Commonwealth University of PA.

Reassignment

A teacher candidate may be reassigned to another field or clinical placement under the following procedures:

- The assignment will be made in the following semester or the following year for the same semester in which the student has been removed. This will depend on the skills and dispositions that need to be developed or remediated.
- Placement will be made only after an approved program of remediation has been successfully completed. This program of remediation (improvement plan) will be given to the candidate upon removal from the field experience.

Recourse

Should the student wish to grieve the decisions made in any of the steps above, the grievance procedure as outlined by the University must be followed. Procedural appeals may be made in writing to the dean of the College of Arts, Humanities, Education, and Social Sciences within five (5) University business days from the date the student was notified of the decision.

Emergencies, illness, or weather

- In the event of an emergency, illness, observations in other schools, in-service days or meetings
 - Call the university supervisor and cooperating teacher
- In the event of inclement weather conditions,
 - Check media and technology options for text alerts from school district.

Student Substitute Teaching Policy – Act 86 (of 2016)

An LEA may allow a prospective teacher to serve as a substitute if the individual:

- Is currently enrolled in a Pennsylvania-approved college or university educator preparation program;
- Has completed at least 60 semester hours or equivalent; and
- Meets all statutory requirements related to clearances, citizenship, and good moral character
- The individual may teach a maximum of 10 days for a single employee and a maximum of 20 days per school year.

NOTE: Pursuant to Act 33 of 2023, for the 2023-24, 2024-25, and 2025-26 school years, there is no limit to the number of hours or days a prospective teacher may substitute except for someone who is student teaching per 22 Pa. Code § 354.25(f).

Student Substitute Teaching Policy – Act 91

According to: [Providing Relief to the Field to Address Pennsylvanias Substitute Teacher Shortage | Department of Education | Commonwealth of Pennsylvania](#) . Act 91 of 2021 legislation ended on June 30, 2023. As we await additional education code legislation, the following options remain to address the teacher shortage.

- Assumptions
 1. The student teacher will always have the right to accept or decline an invitation to act as a substitute teacher on a given day.
 2. The school district and the teacher preparation institution desire to partner in good faith so that both the development of the student teacher is appropriately supported and the needs of the school district for substitute teachers can be partially alleviated with the use of qualified student teachers in their buildings.
- Responsibilities of the University/University Supervisor Assigned to the Student Teacher
 1. Student teaching supervisors will make every effort to observe a student teacher’s lesson within the first three (3) weeks of each placement.
 2. The Initial Evaluation of Student Teacher for Substitute Teaching Eligibility form is located in Appendix III. This should be completed and used to determine student teacher eligibility for substituting.
 3. To satisfactorily complete this evaluation and qualify for Pennsylvania Educator certification, a minimum total of at least (4) points must be attained on the final overall evaluation, with an "Emergent" (1) rating or higher in each of the 4 domains on the PDE 430 to be eligible to substitute teach during student teaching.
 4. The university supervisor will clearly identify on the evaluation form if the student teacher is eligible or not yet eligible for substitute teaching.
 5. The University supervisor and the student teacher will sign the evaluation form, and a copy will be given to the student teacher and submitted to the Office of Teacher Preparation, Clinical Practice, and Certification.
 6. If the student teacher is deemed *Not Yet Eligible for Substitute Teaching*, the individual may become eligible following a subsequent ‘satisfactory’ observation.
 7. The university will provide a “student teacher as a substitute teacher” letter directly to the student teacher when requested.

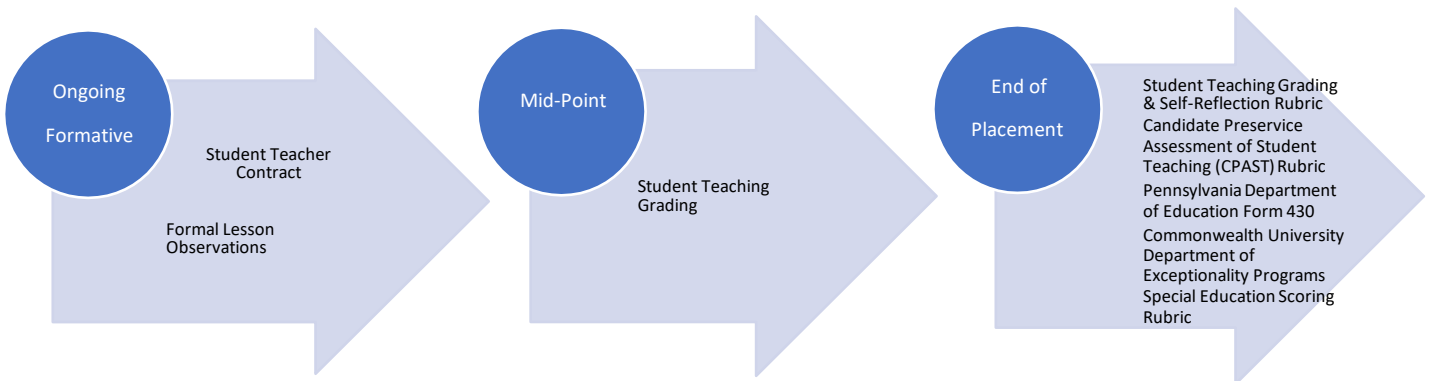
- Responsibilities of the Student Teacher
 1. The student teacher will initiate the school site's process for becoming an approved substitute teacher, if the student teacher desires to be considered for substitute teaching while student teaching.
 2. The student teacher will submit all required paperwork to the school site (or substitute teaching service utilized by the school site) in order to become an approved substitute teacher.
 3. The student teacher will submit the initial supervisor's evaluation (see below) to the Office of Teacher Preparation, Clinical Practice, and Certification to receive the "student teacher as a substitute teacher" letter.
 4. The student teacher will submit the "student teacher as a substitute teacher" letter that states the student teacher's eligibility to substitute teach while student teaching to the appropriate school official or substitute teaching service representative.
 5. The student teacher will maintain accurate attendance for each day that the individual substituted during student teaching and record the days on the appropriate attendance form. The form must be signed by the student teacher, cooperating teacher, and the university supervisor at the conclusion of each placement.
 6. Any student teacher who completes the appropriate steps to become an approved substitute teacher and receives a satisfactory rating by the university supervisor can accept substitute teaching opportunities under the conditions identified below.
- A student teacher may not substitute teach on a day when a university supervisor has a scheduled observation/evaluation.
- While keeping in mind that days of substitute teaching do NOT count as days of student teaching, it is the student teacher's responsibility to ensure that the individual will meet the student teaching requirements.

Additional information can be found on the PDE website outlining Guidelines for use of student teachers as substitute teachers: [PDE Guidelines for Use of Student Teachers as Substitute Teachers](#)

Within the Host Teacher's Classroom	Within the Same Building but Not in the Host Teacher's Classroom	Within a Different Building in the District	Within a Different District
<p>Individuals fulfilling the student teaching experience per 22 Pa. Code §354.25(f) may not substitute for longer than 10 days in their assigned classroom or classrooms or for other teachers within the building or buildings where they have been placed as a student teacher and must possess at least one satisfactory observation related to their student teacher program.</p>	<p>This option is to be used in emergency situations only and is not recommended. A school district representative must contact the Director of Educational Field Experiences to discuss the request in advance.</p>	<p>This option is not permitted.</p>	<p>This option is permitted only when the school district in which the student teacher is placed is not in session.</p>

- Responsibilities of the School District/School Site/Education Facility (henceforth known as the “School District”)
 1. Any school district that wishes to use a student teacher as a substitute teacher should establish a process for providing the “locally issued permit,” as described in the legislation to the student teacher, and this should be articulated to the student teacher.
 2. Student teachers can decline an offer to act as a substitute teacher on any given day, just like other substitute teachers.
 3. School districts are not obligated to provide a locally issued permit to the student teacher.
 4. School districts are not obligated to use a student teacher as a substitute teacher once the locally issued permit has been provided.
 5. School districts are responsible for informing building administrators that only approved student teachers are to be used as substitute teachers.
 6. Building administrators are responsible for adhering to the Act 91 Substitute Teaching for Student Teachers Policy provided by each teacher preparation institution.
 7. School districts may enact stricter guidelines for using student teachers as substitute teachers.

Guidelines for Student Teacher Clinical Experiences Evaluation



Evaluator	Evaluation	Complete	Additional Details
Student Teacher	CAHESS Formal Lesson Observation Form	Scheduled formal observations (a minimum of 2 per placement)	1. No grade is assigned for a formal observation. The university supervisor will complete the form and share it with both the student teacher and cooperating teacher. Feedback provided is expected to be implemented at the next visit. Feedback and ability to adjust future practice will be integrated into scores on the Student Teaching Grading & Self-Evaluation Rubric and PDE 430.
	Student Teacher Contract Assignments	Ongoing Formative Assessments	University supervisor scores assignments and provides feedback
	Student Teaching Grading & Self-Reflection Rubric	1. Mid-Placement Self-Activity 2. Reflection 3. Final Placement Conference	1. Discussed with supervisor during a formal observation 2. University Supervisor uses to help inform final Student Teaching Grading Rubric score
	CPAST Rubric	Final Placement Conference	Completed by student teacher and brought to final placement conference to lead discussion
	Pennsylvania Department of Education Form 430 (PDE 430)	End-of-Placement Certification Recommendation for the CAHESS Dean's Office (done by University Supervisor)	Completed by University supervisor, signed by student teacher, and submitted to Dean's Office for certification Students are required to maintain a copy of both PDE 430's required to be awarded certification. <u>It is the students' responsibility to maintain all PDE 430 documents following completion of the student teaching experience.</u>

Cooperating Teacher	Student Teaching Grading & Self-Reflection Rubric	Final Placement Conference	Provided to University supervisor to help inform final placement grade
	CPAST Rubric	Final Placement Conference	Completed by cooperating teacher and brought to final placement conference to share
	<i>(Special Education Placement only)</i> Commonwealth University of PA Department of Exceptionality Programs Special Education Scoring Rubric	Final Placement Conference	Completed by cooperating teacher and brought to final placement conference

Note: Assessment documents can be accessed on the Brightspace student management system and through the links above. The CPAST document can only be accessed through the student management system or provided directly from the University supervisor and is only approved for internal use by student teachers, university supervisors, and cooperating teachers. The university supervisor grades all student teaching assignments and provides assignment and ongoing performance feedback to the student teacher.

Initial Preparation Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influences the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
Initial Preparation Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
<i>Key Elements</i>	
2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Initial Preparation Standard 3: Curricular Content Knowledge	
3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
<i>Key Elements</i>	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
Initial Preparation Standard 4: Assessment	
4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

<i>Key Elements</i>	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Initial Preparation Standard 5: Instructional Planning and Strategies	
5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
<i>Key Elements</i>	
5.1	Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Initial Preparation Standard 6: Professional Learning and Ethical Practice	
6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
<i>Key Elements</i>	
6.1	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
Initial Preparation Standard 7: Collaboration	
7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
<i>Key Elements</i>	
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

- Assignment Resources

Please refer to your university supervisor’s student management system site for additional assignment resources.

Duties of a University Supervisor - Checklist

The university faculty supervisor is expected to:

Area of Responsibility	Actions
1. Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Share course requirements, grading procedures, and school policies in the first week. <input type="checkbox"/> Explain assignment procedures and set clear expectations <input type="checkbox"/> Introduce student teacher to school program, personnel, and resources. <input type="checkbox"/> Serve as liaison between University and school.
2. Observation & Evaluation (CAEP Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct minimum two formal observations per placement (four per semester) – option for four per placement (eight per semester). <input type="checkbox"/> Ensure assigned cooperating teacher also conducts at least two formal observations per placement. <input type="checkbox"/> Maintain written records of visits, recommendations, and evaluations for six months <input type="checkbox"/> Prepare comprehensive written evaluations and submit grades/forms to Registrar and academic department. <input type="checkbox"/> Review and guide cooperating teacher evaluations as needed.
3. Professional Growth Support	<ul style="list-style-type: none"> <input type="checkbox"/> Help plan semester activities to meet objectives. <input type="checkbox"/> Promote professional conduct and participation in school/community activities. • Hold regular conferences with student teacher and cooperating teacher to discuss progress and address challenges. <input type="checkbox"/> Provide ongoing feedback and mentorship. <input type="checkbox"/> Assist in continuous evaluation of the student teaching program.
4. Professional Standards & Responsibilities	<ul style="list-style-type: none"> <input type="checkbox"/> Follow school protocol and professional courtesy. <input type="checkbox"/> Avoid gifts or monetary contributions to student teacher. <input type="checkbox"/> Keep accurate travel records and submit monthly for reimbursement

Appendix I – Forms & Resources
Located in Brightspace Teacher Candidacy Course

- Field and Clinical Experiences Handbook
- Clearances Hyperdoc (for Required Clearances for all field experiences)
- Instructions for Uploading Clearances to the CU Clearance Database
- Guide for Completing DocuSign of PDE 430 & CPAST Form (Student Teachers)
- Abbreviated Guide for TIMS
- Quick Guide to Requesting Act 86 Eligibility to Substitute
- Quick Guide to Requesting an Act 91 Letter of Eligibility & Link to Report Days
- Educator Effectiveness Observation and Practice Framework for Evaluation: Pre-Service Teacher, PDE (January 2025)
- Student Teaching Application & Required forms for upload
- CAHESS Student Teaching Placement Agreement (includes handbook acknowledgement) must be completed electronically by all student teachers

Appendix II - Coursework with Embedded Field Experiences - At a Glance
(updated 1/9/2026)

Program	Courses			
	Stage 1	Stage 2	Stage 3- Pre-Student Teaching	Stage 4- Student Teaching
Early Childhood Education	ECED 120	ECED 220, ECED 230, ECED 320	ECED 450	ECED 480, ECED 482
Deaf Education/ Early Childhood Education			EDDH 469;	EDDH 491; EDDH 492
Special Education/ Early Childhood Education Dual	ECED120	SPEC 227; SPEC 401 SPEC 406	SPEC 445 SPEC 441; SPEC 440 SPEC 488	SPEC 489 SPEC 490; SPEC 491
Special Education B.S.	ECED120	SPEC 227/527; SPEC 401/501; SPEC 406/506,	SPEC 404; SPEC 445 SPEC 441; SPEC 440 SPEC 488; SPEC 498	SPEC489; SPEC492
Special Education M.S.	Observation Packet Completion Supervised by Advisor	SPEC527; SPEC506	SPEC545, SPEC541; SPEC540;	SPEC589; SPEC592 (Initial Cert) SPEC579 (Advanced Cert)
K-12, Middle Level, Secondary Education, and HPED	HLPE 102, EDUC 220, MSED 110; EDUC 222	HLPE 213, HLED 214, EDUC 346, MUSI 330	HPED 312, HPED 310, HLED 311; MSED 440; MSED 450; MSED 453, MSED 475, MSED 485, MSED 490; MSED 540, MSED 550	MSED 491, MSED 492; MSED 591, MSED 592; HLPE 493; HLPE 494
Music Education	MUSI 130	MUSI 330	MUSI 430; MUSI 431	MUSI 436

Appendix III – Field and Clinical Experiences Placement Forms

SCHOOL VERIFICATION FORM FROM COMMONWEALTH UNIVERSITY OF PENNSYLVANIA

Students should complete this form if the participating school district requires verification from the professor concerning the authenticity of the placement request. After completing the information requested, have your professor sign the bottom of this form, and then take the form to the Office of Teacher Education to be faxed to the requesting school district.

Administrator / Teacher

Name of School

City and State

Date

Dear _____,

_____ is a student at Commonwealth University of PA enrolled in the Teacher Candidacy Program. After completing entry-level field experiences, taking foundation education courses, meeting the PDE required 2.8 GPA, and passing PDE's Praxis I exam, this student will become a Pre-Service Candidate at Commonwealth University of PA (Bloomsburg, Lock Haven, or Mansfield Universities). As part of this teacher education process, students are required to complete several hours of teacher observation. Respectfully, I would appreciate your permission to allow our student to observe in your school. The student is not expected to engage in any formal activities while observing, but interaction with your students is at the discretion of the classroom teacher. In addition, our students have all met state clearance requirements and have them on record in the Office of Teacher Preparation, Clinical Practice, and Preparation in order to participate in field experiences.

The observation of quality educators is an integral part of the teacher education process, and Commonwealth University of PA appreciates your assistance in this endeavor. Please feel free to contact me if you have any questions or concerns.

Sincerely,

Name of Professor

Name of Course

Contact Information

SAMPLE RECORD SHEET FOR OBSERVATION EXPERIENCES

Student's Name _____

Directions: Complete all information required in the Student Description Section below, and then ask the participating teacher to complete and sign the Participating Teacher Signature Section. Complete the "Brief Description of the Field Experience" after the observation is over. Take the completed form (both pages complete with classroom teacher's signature) to obtain the signature from the professor supervising the field experience noting successful completion of the field experience, verification of the hours, and demonstration of professional dispositions. Scan the completed form with the two signatures into a PDF document. Upload the PDF document into your course portfolio (unless directed differently).

(Participating Teacher Signature Section)

Diversity Experiences (Participating teacher, please check all which apply):

- Field experience included one or more students with IEPs
- Field experience included one or more students who receive free or reduced lunches
- Field experience included one or more students from diverse populations including, but not limited to, diversity related to race and ethnicity, medical conditions, cultural heritage, religious beliefs, etc.
- Field experience included one or more students receiving English Language Learner (ELL) services

Participating Teacher Comments (Optional):

Participating Teacher Signature: _____

The following statement pertains to the Professor / College Supervisor:

The candidate successfully completed this field experience as described below and demonstrated professional dispositions consistent with Pennsylvania's Code of Professional Practice and Conduct for Educators and Commonwealth University's Teacher Education Dispositions Policy.

Professor/College Supervisor Signature: _____

The following section should be completed by the student:

Date(s):	Total Hours of this Experience:
School Name:	
School District Name (or Organization):	
Grade Level(s):	Name of Teacher:
Name of Professor/Supervisor:	CU Course Associated with this Field Experience:

Description of Field Experience and Reflections:

Brief Description of the Field Experience: Briefly describe below what you did and reflect on what you learned. Describe the classroom setting during the observation or participation, your level of involvement, the number of students, subjects, etc. To protect student confidentiality, use names such as Student A, Student B, etc. in any descriptions. Please type and edit your work carefully, since this description will be read by the participating teacher and the University supervisor and will be included in your professional portfolio.

STATEMENT OF CONFIDENTIALITY AND PROFESSIONALISM

As a student in the College of Arts, Humanities, Education, and Social Sciences at Commonwealth University of Pennsylvania, I understand that I will have access to privileged and confidential information while participating in early field experiences. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet and work with during these experiences, the children with whom I interact, the school districts with which I participate, and the information and data with which I am entrusted.

This statement of confidentiality encompasses all communication tools including, but not limited to, online media such as email, Facebook, YouTube, Twitter, blogs, etc. I recognize the appropriate channels by which I can communicate concerns relating to my participation in the field. I understand that the Field Experiences Director, my department chairperson, or education faculty/supervisors are all appropriate professional resources and will welcome my questions and concerns. Because the consequences of breaching confidentiality are potentially very costly to the individuals involved, the school district involved, and to Commonwealth University's Education Program, I understand that my failure to abide by this statement may potentially result in my immediate removal from field work during an investigation and until there is resolution of the charge.

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA CODE OF CONDUCT

Authorized adults and/or program staff should be positive role models for minors and act in a responsible manner that is consistent with the mission of Commonwealth University of PA.

Authorized adults and/or program staff are required to comply with all applicable laws and PA State System of Higher Education Board of Governors' and University policies. Authorized adults or program staff working in programs covered by this policy must follow these expectations:

- Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material with minors or assist in any way to provide access to such material to minors.
- Do not engage or allow minors to engage you in romantic or sexual conversations or related matters. Similarly, do not treat minors as confidantes; refrain from sharing sensitive personal information about yourself. Examples of sensitive personal information that should not be shared with minors are information about financial challenges, workplace challenges, drug or alcohol use, and romantic relationships.
- Do not touch minors in a manner that a reasonable person could interpret as inappropriate. All personal contact should generally only be in the open, and in response to the minor's needs, for a purpose that is consistent with the program's mission and culture, or for a clear educational, developmental, or health-related purpose (e.g., treatment of an injury). Any refusal or resistance from the minor should be respected.
- Do not use harassing language that would violate Board of Governors' Policy 2009-03: Social Equity, or Commonwealth University's PRP 6814, Harassment and Discrimination.
- Do not be alone with a minor. If one-on-one contact is required, meet in open, well-illuminated spaces or rooms with windows observable by other authorized adults or program staff, unless the one-on-one contact is expressly authorized by the program administrator or is being undertaken for medical care.
- Do not meet with minors outside of established times for program activities. Any exceptions require written parental authorization and must include more than one authorized adult or program staff.
- Do not invite individual minors to your home or other private locations. Any exceptions require authorization by the program administrator and written authorization by a parent/guardian.
- Do not provide gifts to minors or their families independent of items provided by the program.
- Do not engage or communicate with minors except for an educational or programmatic purpose; the content of the communication must be consistent with the mission of the program and the university.
- Do not engage in any abusive conduct of any kind toward, or in the presence of, a minor, including, but not limited to, verbal abuse, striking, hitting, punching, poking, spanking, or restraining. If restraint is necessary to protect a minor or other minors from harm, all incidents must be documented and immediately disclosed to the program administrator. The program administrator or the Director of Human Resources will notify the minor's parent/guardian.
- Do not use, possess, or be under the influence of alcohol or illegal drugs while on duty, or in the presence of minors involved in a program, or when responsible for a minor's welfare.

- Do not provide alcohol or illegal substances to a minor.
- Do not provide medication to a minor unless authorized by the program's medication management guidelines. When transporting minors, more than one authorized adult or program staff from the program must be present in the vehicle, except when multiple minors will be in the vehicle at all times through the transportation. Use of personal vehicles to transport minors is prohibited.
- Possession of or use of any type of weapon, dangerous device, or explosive device is prohibited unless authorized in advance by campus law enforcement.
- Violations of any of the forgoing shall immediately be reported to the program administrator and Director of Human Resources, and result in immediate prohibition from participation in programs covered by this policy.

I hereby acknowledge that I have read and understand the Code of Conduct and agree to abide by the prescribed conduct set forth in this document.

Notice of Requirements as a Mandatory Reporter of Child Abuse

Definitions

Minor/Child – A person under 18 years of age.

Child Abuse

5. **Physical Abuse** – Acts or omissions that cause, or fail to prevent, a serious physical injury to a child.
6. **Sexual Abuse** - Includes, but is not limited to, rape, sexual assault, molestation, incest, indecent exposure, or otherwise exploiting a child in a manner in which the child is used for gratification or sexual enjoyment by another person.
7. **Emotional or Mental Abuse** - Acts or omissions that have an actual or likely severe negative impact on a child’s emotional and behavioral development, including those resulting from persistent or severe emotional mistreatment.
8. **Neglect** - A severe or persistent failure to provide for a child’s physical, emotional, or basic needs.

Scope

1. ALL University employees are Mandated Reports of Child Abuse per Commonwealth University of Pennsylvania’s policy PRP 2412 effective December 23, 2014.
2. “ALL University employees” includes all individuals who are employed by or perform services (independent contractors and volunteers) for the University.
3. All students in field placements.
4. Programs include:
 - University or Non-University sponsored programs on campus; and
 - Programs under the direction of the University at off-campus locations; and
 - Programs and activities limited to daily activities or those that involve the housing for minors.

Reporting Child Abuse

1. All mandated reporters shall call 911 for an in-progress child assault.
2. All mandated reporters shall make an immediate report of suspected child abuse to the Department of Human Services (DHS) Childline by calling 1-800-932-0313.
 - See attached Commonwealth University of Pennsylvania policy PRP 2412 for specific guidance.
 - Contact Jerry Reed, Director of Human Resources, at 570-389-4040 or Kristina Wood, Assistant Director of Human Resources at 570-389-4414 with questions.
3. Immediately following the report to DHS, the mandated reporter must notify the Officer in Charge at Commonwealth University of PA Police Department in person or by calling 570-

389-4168. The Director of University Police and the Director of Human Resources will assume responsibility for facilitating the university's cooperation with the investigation of the report.

4. 4. After an oral report is made to DHS, a written report shall also be made within 48 hours to DHS or to the appropriate Children and Youth Agency.

Other

- Intimidation or retaliation for having reported child abuse is prohibited.
- University mandated reporters who willfully fail to report suspected child abuse may be subject to disciplinary action, up to and including dismissal from employment. Mandated reporters may also be subject to criminal prosecution pursuant to the Child Protective Services Law, 23 Pa.C.S. §6319, for willfully failing to report suspected child abuse.
- Employees and volunteers are required to provide written notice to the employer if they have been:
 - Arrested for or convicted of a reportable offense listed in Commonwealth University of Pennsylvania's policy PRP 2410 (attached); or
 - Named as a perpetrator in a founded or indicated report of child abuse.
- The employee or volunteer shall provide such written notice within 72 hours of arrest or conviction.

Appendix IV – Field and Clinical Placement Student Acknowledgement Agreements

All students who are enrolled in courses requiring a field experience, are required to sign and provide a copy of the Statement of Understanding - Handbook Agreement Form each semester to their course instructor prior to entering any / all field placements. (form included below. Print and Sign)

Stage 4 Student teachers will complete this form electronically with the Office of Teacher Preparation, Clinical Practice and Certification, prior to beginning the student teaching semester clinical placement. Please contact Mrs. Kelly Raudabaugh, Assistant Director at kjr23@commonwealthu.edu if you cannot locate this form in the Brightspace Teacher Candidacy Course in the Student Teaching Application Module.

Statement of Understanding – Field and Clinical Experiences Handbook Agreement Form

As a student in the College of Arts, Humanities, Education, and Social Sciences (CAHESS) at Commonwealth University of Pennsylvania, I understand that there are many responsibilities to which I must attend in order to successfully complete the program and become a certified teacher in Pennsylvania. I have read the *2025-2026 Field Experiences Handbook* carefully and understand the content. I have read the guidelines concerning clearance requirements, dispositions, field experience procedures, and the approach to record those field experiences. I understand that I must be proactive as I work to comply with the necessary field requirements outlined in this handbook in order to continue through the program. Failure to do so may result in my temporary suspension or even removal from the Teacher Candidacy Program.

My signature below signifies my understanding and willful compliance with the policies and procedures established in this handbook including, but not limited to the following:

- Statement of Confidentiality and Professionalism
- Acknowledgement of Clearance Requirements for field placement and ongoing clearance compliance
- Purchase of Professional liability insurance coverage, which is required every year in the program
- Commonwealth University’s recommendation to secure health insurance
- Teacher Education Dispositions
- Professional ethics and dispositions as outlined by Chapter 235 Code of Professional Practice and Conduct for Educators, Commonwealth University’s affiliated school district partners (and their accompanying state laws), and Commonwealth University’s Disposition Policy and governing guidelines.

Signature _____

Printed Name _____

Major _____

Date _____

Student ID # (P#) _____

Expected Date of Graduation _____

Student teachers will be required to complete the Student Teaching Placement Agreement electronically with the Office of Teacher Preparation, Clinical Practice and Certification, prior to beginning the student teaching semester clinical placement. Please contact Mrs. Kelly Raudabaugh, Assistant Director at kjr23@commonwealthu.edu if you cannot locate this form in the Brightspace Teacher Candidacy Course in the Student Teaching Application Module.

College of Arts, Humanities, Education, and Social Services
Student Teaching Placement Agreement

Please read the student teaching terms below, and sign where indicated to acknowledge your agreement to the terms and deadlines.

I, _____ hereby acknowledge that:

- I have read and understand the information regarding Student Teaching on Brightspace.
- I understand it is my professional responsibility, to supply the district(s) where I am placed, with copies of updated clearances as required by the Office of Teacher Preparation, Clinical Practice and Certification and I will do so within 1 week of receiving my placement assignment notification. I understand that this is a professional disposition, and a delay in sending clearance documents could result in the school denying my placement and may result in removal from student teaching for the semester. I understand it is also my responsibility to ask the school district if any additional paperwork must be completed and do so in a timely manner, so my placement is not delayed.
- I understand that the Commonwealth University Office of Teacher Preparation, Clinical Practice, and Certification does not guarantee that I will be placed in any preferred district or location.
- I understand the Office of Teacher Preparation, Clinical Practice and Certification will do their best to place me within a 50 mile radius of my home campus location.
Exception: Due to the small number of districts that offer Deaf Ed/Hard of Hearing placements, the placements may be outside of the 50-mile radius of Commonwealth University campuses.
- I understand that if I am commuting from home or plan to live more than 10 miles outside of my home campus (Bloomsburg, Lock Haven or Mansfield) during student teaching, that I must include this information when I submit my student teaching application and send a follow up email to the Office of Teacher Preparation, Clinical Practice and Certification for a Variance Request Approval Form to complete at: kjr23@commonwealthu.edu OR jgurski@commonwealthu.edu
- I understand that I will not be placed in a school district in which I live, have attended ~~in the last 7 years, have been employed~~, have/had relatives/personal friends employed/affiliated with, or currently have children enrolled.
- I understand that I will be removed at any time during my placement(s) if it is discovered that an affiliation with the district was not disclosed. It is my professional responsibility to provide accurate and relevant information and withholding requested information could result in disciplinary action that impacts timely graduation.
- I understand I am not paid during student teaching, in accordance with PDE guidelines. I agree to comply with University Policies for substituting under Act 91 outlined in the student teaching handbook and will report all days of substituting to the Office of Teacher Preparation and Clinical Practice and my University Supervisor. I understand that violation of this will result in revocation of the University's approval for me to substitute teach under Act 91.

- It is the College of Arts, Humanities, Education and Social Sciences policy that all agreements and affiliations with districts are conducted through the Office of Teacher Preparation, Clinical Practice, and Certification, solely. I understand that direct contact to districts, initiated by me or anyone on my behalf, related to securing a placement may result in disciplinary action that impacts timely graduation.

- I will not share results in any method from the CPAST evaluations assessed during my student teaching as it is not permitted by The Ohio State University's copyright policy.

I realize that by signing the above acknowledgments, I agree to adhere to the terms and deadlines set forth as part of my professional responsibilities and dispositions and failure to do so will result in the postponement and/or removal of my student teaching experience.

Candidate's Signature: _____

Candidate's Printed Name: _____ Date: _____

APPENDIX V

Additional Resource Links

- **Professional Resources**
 - [Commonwealth University of PA Professional U](#)
 - [College of Arts, Humanities, Education and Social Sciences LinkedIn Handshake](#)
 - [Commonwealth University Office of Teacher Preparation, Clinical Practice, and Certification](#)

- **Certification Resources**
 - [Pennsylvania Department of Education \(PDE\)](#)
 - [PDE Certification](#)
 - [Pennsylvania Educator Certification Tests \(PECT Exams\)](#)
 - [TIMS Login Page](#)
 - [Praxis Exams](#)
 - [Options to Earn Act 48 Credits FAQ and PERMS](#)
 - [General Act 48 Frequently Asked Questions](#)
 - [Certification Level I to Level II](#)

- **Substitute Teaching Resources:**
 - [Providing Relief to the Field to Address Pennsylvanias Substitute Teacher Shortage | Department of Education | Commonwealth of Pennsylvania \(Act 91 of 2021 & Act 86 of 2016\)](#)
 - <https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=fWj4C8vvaKSGYLh3FO6XGig1mr-Qz65CkSFDe7p7NhtUQzBKS0JZVjJNM1k2QUIKTIBKUUUpJVTEyTC4u&topview=Prefill> Act 91 Student Teacher Daily Substitute Reporting (CU Microsoft form)

- **Testing, Teaching and Learning Resources**
 - [PDE Standards Aligned System \(PDE SAS\)](#)
 - [Pennsylvania System of School Assessment \(PSSA\)](#)
 - [Pennsylvania Alternate System of Assessment \(PASA\)](#)
 - [Pennsylvania Training and Technical Assistance Network \(PATTAN\)](#)
 - [PA Association of Intermediate Units \(IUs\)](#)
 - [Future Ready PA Index](#)
 - [Positive Behavioral Interventions and Supports \(PBIS\)](#)
 - [National Center on Intensive Intervention](#)
 - [Council for Exceptional Children \(CEC\)](#)
 - [PA Council for Exceptional Children \(PA CEC\)](#)

- **Teaching Positions – PA**
 - [College of Arts, Humanities, Education and Social Sciences LinkedIn](#)
 - [PA Department of Education Standard Application](#)
 - [PA REAP \(Regional Education Applicant Placement\)](#) – search by region, position type, subject area, or keyword
 - [PA Educator.net](#) – Search by county [Pennsylvania Association of Intermediate Units](#)

- **National Search Tools**
 - [Teachers -Teachers/K-12 Job Spot](#) – over 2,000 employers
 - [School Spring](#)

- *Teaching & Service Opportunities*
[Teach for America](#)