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I. INTRODUCTION

Every teacher must answer three fundamental questions. Each question concerns a fundamental relationship that a teacher constructs and reconfigures throughout his or her own life. The first of these concerns the form of the relationship with the student: What balance do I strike between expertise and nurturance? The second concerns the teacher’s relationship with colleagues and parents in the school community: What is my responsibility for shaping the ethos of the school? The answer to the third question concerns the teacher’s relationship with the society: Am I primarily a transmitter or a transformer of my society’s values?

(Gerald Grant & Christine E. Murray, Teaching in America: The Slow Revolution)

The master’s program in secondary education at the University of Pennsylvania’s Graduate School of Education prepares teachers who bring these questions alive in one of the most challenging and rewarding of contexts, that of urban education. The program invites students to begin this intellectual and practical work in the summer term through involvement in Philadelphia summer youth programs. In the fall and spring terms, they continue this work through field placement in the high and middle schools of Philadelphia. This initial and sustained urban focus is a matter of social justice, since we seek to prepare competent, confident, and committed educational leaders for schools which most invite, and perhaps would most benefit from, such energy and imagination.

Students of Penn’s Teaching Apprenticeship Program are entering a profession, and they are invited to demonstrate the ethical and practical requirements of a call to teach in all that they do. The growth and well-being of the young people they are preparing to teach should be the central force motivating their university study and their work in the field; the best interests of their students should discipline the moral and practical choices they make—from the lofty activity of designing powerful learning experiences to the mundane responsibility of being on time and well-prepared. Professionals keep learning over a lifetime for the sake of better practice; they seek the challenges of inquiry and critique for the sake of protecting others from their own hard-to-see biases. They are constructive members of a learning community, dedicated to inquiry, open communication, tolerance, collaboration, and trustworthiness. They meet and solve problems directly, concerned about the growth of their profession, their colleagues, and their students. They are imaginative, seeking to design and redesign tools, talk, structures, and environments so that the people around them can stand tall, enjoy options, and build a better world. In a word, professionals are filled with respect—respect for the potential of others, respect for the possibilities and constraints inherent in the best and worst of environments, respect for the standards of their profession, and respect for the sheer magnitude of the work of teaching.

This handbook describes a program (ever being renewed with students’ help) that is designed to foster professional growth, and describes some of the people (classroom mentors and Penn mentors) who support that growth daily and weekly in the field. The program and its people seek not only to help each participant learn to teach, but to help each think critically about teaching. Through an integration of coursework and fieldwork, they offer chances to create, practice, expand, and critique a broad repertoire of teaching approaches; opportunities to integrate student interests and culture along with content and performance standards in the design of learning environments; exercises through which to develop competencies and habits of using multiple lenses to research one’s own practice; and field experiences through which to appreciate, navigate, and even reform the urban school context writ small and large.
A. CROSS-CUTTING COMMITMENTS OF THE PROGRAM

The Penn GSE Urban Teaching Apprenticeship Program (UTAP) prepares ethical, reflective, collaborative, and visionary educational leaders.

Penn GSE has a long and illustrious history of preparing high quality teachers for both Philadelphia schools and schools around the world. The Urban Teaching Apprenticeship Program is designed to prepare the next generation of education leaders and advocates. Our prospective teachers leave our program prepared to use the power of teaching to deepen student learning, transform schools, increase educational equity, and move into leadership roles.

As we move into the 21st century, UTAP provides a new direction for teacher education. Teacher development in the Urban Teaching Apprenticeship Program is guided by the following commitments:

Commitment to Diversity & Equity
UTAP asserts that: 1) diversity is a strength; 2) we have a role in preparing participants in a diverse, democratic society; 3) by preparing the next generation of teachers, we can contribute to disrupting cycles of injustice in today’s culture and society. UTAP faculty, staff, and teachers recognize and value the multiple ways that individuals contribute to communities and society and the rights each individual person has to maximize his or her own potential.

The professional responsibility to celebrate diversity is at the core of all UTAP experiences. Apprentices begin in the summer term to explore how identity shapes teaching and learning and continue throughout the program to engage in modules that explore Teacher and Learner Identity, Culturally Responsive Pedagogies, and Differentiating Instruction. In developing these modules, we partner with many experts across multiple fields. For example, the Attic Youth Center, an organization supporting LGBTQ youth in Philadelphia co-designs workshops that help our teachers support LGBTQ youth, build safe and supportive classroom communities, and promote the acceptance of LGBTQ youth in society. We work with Penn GSE’s Racial Empowerment Collaborative, a research and training center, to bring together community leaders, researchers, families, and young people to promote racial literacy and health in schools. Apprentices also take a course on teaching students with disabilities and modules on methods for working with English language learners, preparing our apprentices to support all students to achieve academic success.

Commitment to Inquiry
UTAP cultivates teacher capacity to engage in inquiry about their teaching practice and the systems that support and hinder student achievement. Going beyond the boundaries of traditional student teaching models, the design of our program develops apprentices’ capacity to work within communities to examine the forces that shape contexts for teaching and learning, and to gather and analyze classroom data to better understand learners, learning, and the effectiveness of teaching.

Early in our program, apprentices work alongside and in solidarity with students, families, and communities to ascertain the rich personal and cultural resources that reside in communities, and how these might inform instruction. Through learning the process for community asset mapping, apprentices are able to locate rich opportunities to develop curricula that are connected to students’ lives.

During the school-year apprenticeship, apprentices learn what it means to use an inquiry stance. Apprentices conduct research in their classrooms and may present their capstone projects at
the Ethnography in Education Research Forum or submit articles to the online journal Perspectives in Urban Education. By the end of the program, apprentices see themselves not only as consumers of research but generators of it.

**Commitment to Practice**
Teacher education and development need to focus on the practice of teaching—not just building teacher knowledge. Practices in teaching are identifiable collections of moves, strategies, and routines that teachers flexibly enact in the classroom. Penn GSE as a research university is uniquely positioned to generate research to identify core teaching practices that apprentices learn and adapt to a range of classroom and school contexts.

**Commitment to Partnership**
The preparation of teachers crosses several boundaries and involves multiple institutions. For this reason, cross-institutional partnerships are essential to the growth of new teachers and the schools and communities they serve. UTAP engages key stakeholders in the recruitment of prospective teachers and the development of programs, program curricula, and experiences. Additionally, UTAP collaborates with community organizations and schools to provide professional development, develop curricula, and place interns/apprentices to support student learning.

**Commitment to Research-informed Work**
Too many reform efforts in teacher education are insufficiently studied to determine quality and impact on student learning. Through a partnership with the Penn GSE Collaboratory for Teacher Education, UTAP is committed to drawing on research to inform practice and conducting the rigorous research necessary to determine the impact of our teacher preparation program on student learning.

**II. PROGRAM COMPONENTS**

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

The secondary master's year is divided into three terms of unequal length—a summer, fall, and spring term. Each term has a particular focus (see curriculum grid on next page), but each builds on its predecessor. Moreover, coursework is interactively related to fieldwork; each informs and qualifies the other. Experience in one is grist for the mill in the other.

The secondary program is structured around the notion that learning is situated in a variety of contexts (e.g., community, youth, family, schools). We encourage examination of the interaction between and across these spheres of influence and across the range of spaces in which youth travel.

Thus, the program moves iteratively in both fieldwork and coursework from Term I’s exploration of youth in the wider urban non-school contexts, to Term II’s study of the neighborhood and culture of particular schools (the placement schools), to Term II’s and III’s design and analysis of classroom learning environments and of one’s own classroom practice.
### A. MASTER'S PROGRAM IN SECONDARY EDUCATION CURRICULUM GRID

<table>
<thead>
<tr>
<th>Term</th>
<th>Term I: Summer 2018</th>
<th>Term II: Fall 2018</th>
<th>Term III: Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July 5 – August 10</td>
<td>August 20 – December 21</td>
<td>January 2 – May 18</td>
</tr>
<tr>
<td></td>
<td>Orientation July 5</td>
<td>Fieldwork August 20- Dec 21</td>
<td>Fieldwork Jan 2 - May 3</td>
</tr>
<tr>
<td>Focus of inquiry</td>
<td>Contexts and resources for teaching and learning, understanding learners</td>
<td>Learners, learning environments and pedagogies</td>
<td>Practice, a theory of practice, and professional pathways</td>
</tr>
<tr>
<td>Courses</td>
<td>544 School and Society 554 Teaching and Learning in Urban Contexts 545 Teaching Diverse Learners (modules) Special Topic Sessions</td>
<td>557 Dev. Theories/Appl. With Adolescents 627/629 Methods 515 Fieldwork Seminar &amp; Summer modules follow up 545 Teaching Diverse Learners (modules) 1 Elective</td>
<td>657 Advanced Methods 555 Advanced Fieldwork Seminar Special Topics/Modules Sessions</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>Internship in community-based programs for youth School-community field research</td>
<td>Friday field-based instructional rounds <strong>Early fall</strong> (Aug-mid Oct) 8:00-at least 12:00 Mon-Thurs Co-teaching from the start, inquiry, participation through leading small group instruction, 5-10 minute activities</td>
<td><strong>Early spring</strong> (Jan- early Feb) 8:00-3:00 Mon-Fri One block or two regular periods per day: co-teaching, then independent teaching; continued participation in other classes for whole school days</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Late fall</strong> (mid/late Oct-Dec 21) 8:00-12:00 Mon-Thurs One class per day: co-teaching, then independent teaching; continued participation in other classes for total of at least three full hours</td>
<td><strong>Late spring</strong> (early Feb – May 3) 8:00-3:00 Mon-Fri (full day/ check school schedule) Two block or three regular periods per day: Independent teaching and co-curricular responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Spring field break/ School District Philadelphia Spring Break</strong> (April 15-19)</td>
</tr>
<tr>
<td>Dimensions of teaching</td>
<td>Self as teacher and learner Students as learners and teachers Social, historical, political, cultural contexts Professional community Curriculum and pedagogy Technology</td>
<td>Self as teacher and learner Students as learners and teachers Subject matter Curriculum and pedagogy Classroom, school, community, district contexts of education Technology</td>
<td>Subject matter Professional community Curriculum and pedagogy Classroom, school, community, district contexts of education Technology</td>
</tr>
<tr>
<td>Program assignments (sampling)</td>
<td>Educational autobiography School-community ethnography Portrait of a Learner Community map webpage</td>
<td>Directed observations by STs Fieldwork notebook Inquiry into Learning Environments Mid-term field review Statement of a theory of practice Design of curriculum unit State student teaching evaluation</td>
<td>Design of curriculum unit Fieldwork notebook Mid-term field review Final Portfolio: Inquiry into teaching and learning State student teaching evaluation</td>
</tr>
</tbody>
</table>
B. DIMENSIONS, EXPERIENCES, AND UNDERSTANDINGS (Living Document)

Overarching program goal: Engagement in continuous inquiry toward practice, a working theory of practice, and professional leadership

<table>
<thead>
<tr>
<th>Dimensions of practice</th>
<th>Critical experiences</th>
<th>Targeted understandings</th>
<th>Questions (Continually identified by students through courses and fieldwork)</th>
</tr>
</thead>
</table>
| Identity of Teacher    | • Explore educational autobiography  
                        • Examine the modes and outcomes of one’s own socialization and social practices  
                        • Develop stances of inquiry toward one’s own assumptions about teaching and learning and practices  
                        • Develop tools to gather evidence to inform “working theories of practice” | • People teach from who they are and what they believe | • Who am I as a learner? A teacher?  
                        • What are my fears? How do they impact my engagement with others and with my environment?  
                        • What do I avoid in my teaching/learning?  
                        • What are my experiences with difference?  
                        • What are my/my family’s experiences with education?  
                        • How do I develop meaningful relationships with students (i.e. as mentors/role models)?  
                        • How do my expectations as a learner affect my expectations of my students? |
| Students as learners and teachers: Identity of Learners | • Explore what students bring to their learning experiences  
                          • Examine diverse modes of student participation  
                          • Explore adolescent development so as to inform teaching practice and modes of interaction  
                          • Track and make sense of conflicts as crucial to teaching and learning | • Each learner brings unique experiences, strengths, interests, vulnerabilities, and ways of learning into a learning environment  
                          • Students are sources of knowledge and understanding  
                          • Listening supports effective teaching | • Who are my students?  
                          • How can I design opportunities to listen to and learn from my students?  
                          • What is the quality of my relationship with my students?  
                          • What are my students’ experiences with education?  
                          • How do different students look at schooling and respond to being taught?  
                          • What is normalized as adolescence?  
                          • How do you trouble notions of diversity in a non-diverse classroom?  
                          • How do you handle issues of management and authority in ways that are culturally responsive and support student-centered learning? |
| Teaching for equity: Social, historical, political, cultural contexts of education | • Explore schools as systems  
                          • Examine teaching as a venue for promoting and enacting social justice  
                          • Identify and challenge hegemony in learning environments, communities, institutions  
                          • Explore the unique challenges, rewards, and | • Schools are historical institutions, built on beliefs, traditions, and assumptions about teachers and teaching, learners and learning, and the purposes of education.  
                          • Teaching and learning are socially constructed and reflect elements of the context in which they happen. | • What contextual factors influence the purposes and the practices of urban education?  
                          • Who and what is school for?  
                          • Who is pulled in, who is left out? How does this happen?  
                          • How can teaching promote equity and access?  
                          • Who gets left out of the traditional educational system and how do we change the system to bring them in?  
                          • What is U.S. Public education rooted in?  
                          • NCLB |
<table>
<thead>
<tr>
<th>Requirements of Urban Public Schools</th>
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</thead>
<tbody>
<tr>
<td>Engage in examining racial literacy as a professional responsibility</td>
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<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Explore subject matter anew through pedagogical lenses</td>
</tr>
<tr>
<td>Understand developmental trajectories for the knowledge and skills development within a discipline</td>
</tr>
<tr>
<td>Identify enduring understandings connected to skills and knowledge of particular disciplines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area Content</th>
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</thead>
<tbody>
<tr>
<td>Most accessible and meaningful when relevant, authentic inquiry and experiences surround it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What can I do to support student engagement with subject matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth vs. depth?</td>
</tr>
<tr>
<td>What are theories of learning specifically about (academic area)?</td>
</tr>
<tr>
<td>How do you motivate students to want to learn (academic area)?</td>
</tr>
<tr>
<td>What are the enduring understandings of my discipline?</td>
</tr>
<tr>
<td>What essential questions help students explore content and skills of the discipline I am teaching?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Pedagogy</th>
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<tbody>
<tr>
<td>Identify, articulate, and question theoretical frameworks and assumptions that underlie modes of instruction and curricular approaches</td>
</tr>
<tr>
<td>Develop a language and theoretical framework for guiding, and inquiring into, the design and enactment of one’s own teaching practices</td>
</tr>
<tr>
<td>Design and facilitate experiences that engage diverse learners in inquiry and meaning-making</td>
</tr>
<tr>
<td>Assess student participation throughout learning experiences so as to determine outcomes and inform teaching practice</td>
</tr>
<tr>
<td>Develop measures of understanding which are informed by explicit frameworks of what it means to “know”</td>
</tr>
</tbody>
</table>

| It is important to infuse the curriculum with opportunities for students to inquire, to draw connections, and to develop and act on deep understandings |
| The design and facilitation of learning environments and experiences happens within an ongoing cycle of inquiry and revision |

| How can I design a learning environment in which all learners thrive and succeed? |
| How do I address/evaluate all students? |
| What does fairness look like? (in light of differentiated instruction) |
| How can teaching promote equity and access? |
| How do I teach for understanding? (pacing, benchmarks, etc.) |
| How can I know when they understand? |
| How do we incorporate student feedback into the curriculum? |
| How does classroom management reflect the design of the learning environment? |
| How does classroom management reflect the quality of interactions between and among students and teachers? |
| Curriculum and pedagogy: Mandates, materials and resources | • Analyze assumptions underlying materials, programs, and resources  
• Identify and explore a range of materials and experiences as sources for learning | • How can I design a learning environment in which all learners thrive and succeed?  
• How can teaching happen within the context of mandates?  
• How can I discover useful resources?  
• How do we manage with a lack of choice content?  
• How can we integrate more authentic resources with minimal means? |
| --- | --- | --- |
| Professional & intellectual communities of practice | • Engage in communities of professional inquiry  
• Build a network and repertoire of strategies that promote conscientious, active, responsible participation in the teaching profession  
• Explore one’s own agency and advocate for that of colleagues | • What can I contribute to, and gain from, my colleagues?  
• How can I enter into and help sustain the discourse of the field?  
• How do I collaborate with fellow teachers in an urban community?  
• How do I prevent my classroom from becoming an “island”?  
• How do I avoid “burn-out?”  
• What makes “good” teachers stay in an urban school? |
| Classroom, school, community, district contexts of education | • Identify strategies of action, experiences, discourses, beliefs and values that are constructed and used across home, community and school contexts  
• Explore the histories and assumptions underlying schools, programs, structures, and policies  
• Identify and explore a range of individuals and organizations as possible resources for teaching and learning | • Students benefit when teachers and schools work in partnership with families  
• Students’ families and communities are sources of knowledge and understanding | • How do I inform, guide, and shape the learning environment AND respond to the culture of the community, school and classroom?  
• How can I connect with students’ family members and communities?  
• How do I communicate effectively with parents?  
• How do I build better relationships with community and parents? |
| Digital Fluency | • Explore frameworks for analyzing the role of technology in education  
• Develop critical technology literacy skills for personal and pedagogical use  
• Recognize what is assumed, constrained, and afforded in the use of varied technologies | • What are the tradeoffs (pro and con) associated with technology use in education?  
• In what ways can technology be used as an instructional tool?  
• What are the competencies and practices associated with critical technology literacy?  
• How do you write a grant to fund and implement technology in the classroom? |
C. FIELD EXPERIENCE

In conjunction with Penn coursework, fieldwork is at the center of the master’s program in secondary education. Fieldwork provides students with the opportunity to gain experience with the daily workings of learning environments. Students then have the chance, over time, to connect their growing understandings of daily teaching and learning experience with broader goals over the long term.

- Students will complete a teaching apprenticeship during the summer term. This work will consist of exploring youth learning in non-school settings, and will allow each student to begin to develop an understanding of the role of community context in the design of a learning environment and understand the diversity of learner characteristics.
- During the fall semester, students will take on a part-time student teaching/teaching apprenticeship experience. Each student teacher (ST) will work with a classroom mentor (CM) on a daily basis, and with a Penn mentor (PM) at least once per week. Students will begin the fall semester with a focus on observation and inquiry, and will gradually assume responsibility for independently preparing and implementing learning opportunities in their placement sites.
- The teaching apprenticeship component will expand to a full-time commitment in the spring semester, during which the student teacher will continue to work closely with both a CM and a PM while taking on increased teaching responsibility.

Together with course instructors, program administrators, and faculty advisors, mentors will play significant roles in rounding out the experience of student teachers as they seek to translate their growing understandings of educational research and theory into effective classroom practice.

D. SUMMER FIELDWORK

During the summer term, students work at an assigned youth-serving community based organization. These organizations vary in scope, mission, and purpose, but each has been selected for its capacity to provide opportunities to interact with urban youth in out-of-school environments. The purpose of this experience is to allow you to explore, through participant observation, aspects of both teaching and learning, by spending time with urban youth and adults in non-school, less structured settings.

You will serve at these sites for approximately 6-8 hours a week. The placement site’s schedules vary and you will receive your placement and schedule at orientation.

Primary areas of focus:
- Develop understandings and wonderings related to how individuals learn particularly in contexts outside of school.
- Draw connections between a neighborhood or community context and learning environments.
- Examine the roles of youth in their own learning and explore the funds of knowledge young people bring to learning environments.

Primary areas of student teacher responsibility:
- Engage young learners outside of school with attention to their levels of and ways of participating, interests, and modes of interacting with other youth and with adults.
- Participate as a volunteer in moving the work of the organization forward.
Students will explore their observations and participation in conjunction with summer coursework, EDUC 554, EDUC 544.

**E. FALL FIELDWORK**

In the fall semester, student teachers should be at their field sites from at least 8:00am to 12:00am, Monday through Thursday. They should report to the field-based (Seminar & Teaching Diverse Learners) courses on Fridays at the appropriate time. In all cases, the school’s schedule should take precedence over these time frames to allow for increased time commitments when appropriate. For example, if the faculty is expected to arrive at 7:45, so should the student teacher; and if a classroom schedule extends to 11:30 in the fall and this does not prohibit the student teacher from getting to a Penn class on time, the student teacher is expected to remain on site until the class concludes. The times cited are minimum requirements and should be extended when appropriate and manageable within the context of a student’s Penn class schedule.

As the description below suggests, the roles and activities of the student teachers change as the semester progresses. In general, they progress from observing and working one-on-one with students, to working with small groups, to leading whole-class lessons.

**i. Entering the site for student teachers**

Student teachers begin work in their field placements on the first day that teachers are expected to be at school, before the first day of school for students. This is an important time for student teachers and classroom mentors to get to know one another and for the student teacher to learn about the school site. Student teachers should attend all sessions required of school faculty for professional development and organization before and during the school year alongside their classroom mentor. During this time, student teachers should attend teacher meetings held at the school, in order to acquaint themselves with the school and its faculty. Most importantly, it is a time to get to know and build rapport with your classroom mentor.

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

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

**ii. Keeping an electronic student-teaching fieldwork/ inquiry notebook**

Student teachers will be asked to keep a year-long fieldwork/ inquiry notebook in which they record observations, questions, and reflections related to their fieldwork through blog formats. Penn mentors respond to student’s entries, creating a two-way dialogue, and students are often asked to share their entries in Fieldwork Seminar. The journal should be seen as an opportunity not for reporting about fieldwork, but for analyzing and asking questions of these happenings. While occasionally listing events may feel useful, it is often more beneficial to focus on a single salient event and its meanings and implications. These journals will become an important source of data when you engage in your Master’s research.

Journals often include:
a) classroom observations;
b) questions and comments about classroom practice, theoretical issues, and readings;
c) collection of data for teacher inquiry projects;
d) reflections on comments, questions, or observations from previous journals;
e) discussion of teaching philosophies, assumptions, commitments;
f) analysis of teaching practice

g) envisioning future teaching practices.

As tools of teacher research, journals help students engage in reflection and inquiry by providing a space to:

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

Penn mentors' and peers' responses to journals provide students with new perspectives on their observations as well as tentative explanations for them. They also provide additional information, articulate possible reasons for particular actions and decisions, raise and consider their own questions, model or suggest ways students might reflect on their own practice, and point out classroom evidence that might help address questions students raise. The journals stand as a record of the year's written reflections and exchanges of students and Penn mentors that will provide insights for all participants.

### iii. Meeting with classroom mentors

It is essential that classroom mentors and student teachers meet at least once a week, for a targeted total time together of about one hour of uninterrupted time, to share observations, review lessons, and engage in long-range planning. Although these meetings may occur over lunch or in other informal settings, they are critical in helping the student teacher develop a broad view of the classroom and the classroom mentor’s goals. We recommend that student teachers and classroom mentors meet formally for an extended period of time at least once before the school year begins. See [Appendix A](#) for some suggested questions for the student teacher/classroom mentor/Penn mentor triad.

### iv. Beginning fieldwork

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

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

- a) Assisting individual students with assignments;
- b) Conferring with students about their writing;
c) Responding to students’ journals;
d) Preparing handouts, games or other instructional materials;
e) Supervising a small group activity;
f) Working with students on the computer;
g) Sharing information about her/himself with a group of students;
h) Demonstrating or displaying some special skill or interesting artifact related to the curriculum;
i) Working with small groups of students during projects.

The goal for the first several weeks is for the student teacher to obtain a balance between observation and participation. On the one hand, it is important that the student teacher have enough time to observe individual students and groups of students as well as the way the classroom mentor plans, makes decisions, handles problems, manages the classroom, sets up expectations, establishes limits, interacts with young people, and assesses them. On the other hand, each student teacher needs enough time to participate actively with students, make some decisions, take responsibility for planning some activities or events, and generally become an insider in the classroom. Student teachers should perform administrative/secretarial tasks to the extent that these are one real component of a teacher's job, but they should not be doing so at the expense of interacting with students. Likewise, no matter how eager the student teacher is, s/he should not be lead-teaching any classes in the first six weeks of the semester, as this would shorten the priceless learning opportunity found in the observation of students and staff during these early weeks.

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

In the school—Student teachers are expected to expand their study of teaching and learning to include other classrooms and spaces in the school building. They will be required to observe teachers other than their classroom mentor, as well as visit other places of school business, such as the discipline office, the guidance department, book rooms, libraries, and the cafeteria. Each space offers student teachers a new window onto students and their school lives, as well as the way schools work, and therefore these observations are an integral part of their learning while at the field site. Classroom mentors should assist their student teachers by connecting with other staff and facilitating these observations whenever possible.

*NOTE: While some note-taking must take place during school time, students should not use the school day—even “down time”—to write up graduate coursework, do reading or check email. Time in the school building provides unique learning opportunities that can only be realized by engagement with students in a variety of ways. It is also important to convey to school personnel that you, as student teacher, are 100% present for the students and classroom mentor.

v. Open communication
Part of the learning that typically happens during student teaching is about learning to tactfully say difficult things to colleagues and superiors—an important skill for any professional. While it is essential that all participants communicate openly about their concerns and expectations throughout the year, this is particularly true during the initial fieldwork period. Many potential
problems can be avoided if, early on, participants make a commitment to be honest, open to critique or feedback, and tolerant or different perspectives. Open communication is also critical for learning about teaching. Because so much of the work of teaching takes place inside the teacher's head, we encourage student teachers to ask classroom mentors about their pedagogical and curricular decisions, and we ask classroom mentors to openly share their intentions for, expectations of, and reflections on the activities they implement in the classroom. The Penn mentor plays a critical role in facilitating the kind of open communication and inquiry that supports the student teacher’s learning and is considerate of the classroom mentor. Students are also encouraged to communicate openly with their program coordinator about issues arising in the field with students, classroom mentors, or Penn Mentors. See Appendix A for examples of helpful questions that student teachers, classroom mentors, and Penn mentors might ask of one another.

vii. Planning and teaching lessons

As the semester progresses, student teachers will assume responsibility for planning and carrying out activities or lessons, first with individual students and small groups, and then with one whole class. Early in the semester, student teachers and classroom mentors should discuss which class the student teacher should take lead responsibility, and exactly when this shift in responsibility will occur. In mid-October, students and classroom mentors should begin to implement this transition by co-teaching the chosen class for one to two weeks. Co-teaching enables students to begin seeing student teachers as leaders of instruction in the classroom and helps all parties adjust to the change. During the co-teaching period, student teachers might lead a warm up, facilitate an activity or discussion, teach a portion of a lesson, or explain a homework assignment to the class. They should share planning and grading responsibilities with their classroom mentor, and gradually increase their in-class responsibilities until they are lead teaching the class.

Student teachers should prepare lessons in advance, in consultation with their classroom mentors and Penn mentor. It is the student teacher’s responsibility to make arrangements to confer with the classroom mentor and Penn mentor about lesson planning on a regular basis.

vii. Lesson planning guidelines

Through university coursework, student teachers will be introduced to a set of guidelines for thinking about, planning, and teaching lessons. We intend these guidelines to be used as a structure for thinking about the key components of planning a lesson. Appendix D includes discussion of a lesson rationale, where teachers wrestle with core decisions in the planning process before even beginning to write up a lesson plan. Appendix D then includes one suggested lesson plan format. Student teachers should strive to include at least the components included there in their lesson plans, as they are central to the planning done by experienced teachers, even when experienced teachers do not always write down each of these elements in their plans. Student teachers should adapt the provided format to best suit their different contexts.

Student teachers should become familiar with the Pennsylvania Board of Education Academic Standards for the subjects they are teaching. To access these standards, go to: http://www.pdesas.org/

Each Penn mentor and classroom mentor will establish expectations for lesson plans with her/his particular student teachers. Student teachers must prepare lessons well in advance and get feedback from the Penn mentor, and approval from the classroom mentor, prior to implementation. All student teachers are required to write, and submit to their Penn mentor, complete lesson plans for those lessons during which the Penn mentor will conduct pre-arranged observations (see Appendix E, Observation Form), as well as during the first two weeks of lead
teaching. This period of close review will be extended as needed on a case by case basis. After this period, student teachers must prepare detailed written lesson plans before teaching all lessons and place them, before teaching the lesson, in a place accessible to mentors, administrators and anyone who may want to see them. We suggest having hard copies located in a binder in the classroom. All student teachers are required to submit lesson plans to their classroom mentor for all lessons they will teach.

viii. When problems occur in fieldwork
Reading, writing and thinking about teaching is, of course, not the same as teaching. At any point in the year, any student experiencing difficulty at his/her field placement should contact the program coordinator immediately to discuss the situation and develop remedies. In some cases, a student may be successful in coursework but have trouble in fieldwork. In most cases these problems can be worked out within the normal course of a field placement, but in some instances students are asked to do an extended fieldwork placement to overcome the previous difficulties. Occasionally, the extended fieldwork placement does not suffice and students are allowed to complete the academic requirements and earn their master’s degree but they are not, ultimately, recommended for certification.

ix. Days missed in the fall by student teacher
During the fall, student teachers should try not to miss more than one day of teaching apprenticeship due to illness or emergencies. In the event that more than one day must be missed, the student teacher should discuss ways to make up these days with the classroom mentor, Penn mentor, and if needed, Program Coordinator. In the spring-time, this arrangement differs (see below). On any day on which you are unable to attend your fieldwork site, you are required to call 1) your Penn mentor 2) your classroom mentor and 3) the school to discuss coverage and other arrangements.

x. School district policy that student teachers may not serve as substitutes
The coordinator of student teaching in the School District of Philadelphia has told us unequivocally that student teachers may not act as substitute teachers. If your classroom mentor or your principal asks you to serve as a substitute, please tell them that they should call the Coordinator of your program, Kate Kinney Grossman at 215 898 5186. (She will say no.) Student teachers are not legally permitted to supervise students alone. Classroom mentors should remain in the classroom at all times.

xi. When there is a substitute teacher
We have found that it is not often a positive experience for a student teacher to teach alongside a substitute teacher for the day. While sometimes this works out satisfactorily, there are a number of other possible scenarios that are less ideal:

1) The substitute runs the room with rules that don't fit the established norms and students look at the student teacher and wonder why s/he's allowing it;

2) The substitute turns responsibilities over to the student teacher that s/he isn't ready to handle, and the student teacher muddles through but gets off on the wrong foot with students.

3) For any number of reasons, there is no substitute teacher in the room for some or all of the period, and there is an expectation that the student teacher will supervise and lead teach the class alone. The student teacher doesn't have plans and falls back on techniques that set a bad precedent and get the student teacher off on the wrong foot.
To avoid these scenarios, we ask that the student teacher, classroom mentor and Penn mentor work together to plan for the student teacher to be out of the room when a substitute is in charge. This means that they should make sure that each student teacher has identified a classroom in the school where the student can visit on days when there is a substitute teacher in the classroom mentor’s class.

**xii. School district policy that students’ names should not be posted on the internet (even on their work)**

Personnel from the School District of Philadelphia have asked that no student’s name should be posted on the internet. Student teachers are expected to observe this policy strictly, during and after the field experience. We ask that you use the utmost discretion and sensitivity with all online communications, blogs, etc, with regard to references to students, staff, or schools. These postings reflect on your professionalism and the Penn Teaching Apprenticeship Program as a whole.

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

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

**F. SPRING FIELDWORK**
In the spring semester, student teachers should be at their field sites from at least 8:00am to 3:00pm, Monday through Friday. In all cases, the placement site’s schedule should take precedence (see FALL FIELDWORK, above.) Student teachers are expected to be in their field placements during Penn’s spring break, and will take their school’s spring break instead. By the end of spring semester, secondary student teachers typically lead teach three standard period classes, or two block-scheduled classes, and assume other types of teaching and learning responsibilities for the remainder of the school day while taking two graduate classes in the evening. The Pennsylvania Department of Education describes this experience as one that “closely approximates” that of a full-time regular classroom teacher.
i. Gradual increase in responsibilities
Toward the end of fall fieldwork, student teachers, classroom mentors, and Penn mentors should work together to develop a plan for the student teacher to assume lead teaching responsibility in a second class in January, and a third class in mid to late February, for standard period classes, or for one additional block-scheduled class.

The precise timing of this transfer should be discussed by the student teacher and classroom mentor. As with the first class, it is important for the student teacher and classroom mentor to gradually increase the student teacher’s presence and responsibilities in the additional class(es) to smoothly accomplish this transition. The plan should also include a gradual tapering off of responsibility, perhaps with a return to co-teaching, in April when the teaching apprenticeship is drawing to a close.

ii. Days missed in the spring for job search by student teacher
During the spring, student teachers inevitably need to miss days to attend job fairs or to interview for jobs. We ask that classroom mentors please excuse students during this time. However, in cases where students miss more than two days for job searching and one day for illness, we ask that they arrange to make up each day in excess by staying later in the spring. This should be decided by the Penn mentor, classroom mentor, student teacher, and Program Coordinator.

iii. Cross visits
Student teachers are to do cross visits to schools other than where they have their placements at specified junctures in the school year. While Penn’s secondary Teaching Apprenticeship Program values year-long field placements as opportunities for deep inquiry in one learning site, we believe that other urban, suburban and independent schools provide comparative experiences that can broaden and deepen students’ learning. For this reason, we require students to visit other types of schools at these times to broaden their perspectives. Students should set up these visits themselves, with assistance from peers, classroom mentors, Penn mentors, faculty and instructors. Cross-visit schools need not be limited to the area of Philadelphia.

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

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

1) Student teachers will develop further all skills listed under the fall goals above.
2) Student teachers will understand the overall subject area curriculum at their school and how the specific lessons and units they teach fit into that curriculum.
3) Student teachers will develop and carry out whole-class lessons that are developmentally appropriate and intellectually worthwhile and engaging for students.
4) Student teachers will know how to develop, carry out, and modify appropriate long-range and short-range plans. Student teachers will develop and carry out whole-class lessons that are developmentally appropriate and engaging for diverse groups of students, with attention to their differing needs.

G. UNIVERSITY COURSEWORK
i. Term I
Beginning in mid-July, the summer term focuses on Contexts and Resources for Teaching and Learning. Since students spend two mornings per week as volunteers in urban youth programs, they have the opportunity to see young people engaged in learning experiences outside of a school setting. In School and Society (EDUC 544) and Teaching and Learning in Urban Contexts (EDUC 554), and Teaching Diverse Learners (EDUC 540), students explore the cultural and community-based resources and interests that students bring to non-school and school learning settings. They also begin to explore their own biographies in order to uncover the resources and forms of socialization they bring to teaching. As student teachers deliberately build their own professional community, they begin to design with instructors the foci, activities, and practices they will see in their university courses throughout the year. They also cast an eye to broader contexts, analyzing the design of the learning environments in the youth organizations they are observing. Thus, the following essential questions are pursued during Term I:

• Who am I as a learner? A teacher?
• What is normalized as teaching?
• Who are my students?
• How can I design opportunities to listen to and learn from my students?
• What contextual factors influence the purposes and the practices of urban education?
• Who and what is school for?
• What can I contribute to, and gain from, my colleagues?
• How can I enter into and help sustain the discourse of the field?
• What are the dimensions of a learning environment?
• What questions are important to consider when designing a learning environment?

The assignments noted below—program assignments that cross courses, terms, audiences, purposes, and/or sites within the program—are some of those that will be introduced during Term I. Work completed in these assignments will prove valuable as potential artifacts for the culminating program portfolio.

• Educational autobiography
  Students will write about their own and their family’s educational history.

• Analysis of fieldwork placement
  Students will develop a written analysis of their experience working with young people in community-based learning organizations.

• School-community ethnography paper
  Students will work in groups to explore the geography, resources, demographics, and history of the neighborhood in which they will complete their teaching apprenticeship. Groups will prepare a paper detailing their findings.

• Design project
Students will work with peers to design a learning environment that taps into some of the resources explored for the school-community ethnography paper.

**ii. Term II**

The focus of the Fall Term, Term II, is *Learners and Pedagogies*. As students move into middle and high school classrooms each morning for observation, participation, co-teaching, and, eventually, lead teaching, they turn their attention to the school and its spaces of learning in and out of the classroom. The exploration of adolescent development in Developmental Theories & Applications with Adolescents (EDUC 557) builds upon students’ early understandings of young learners begun in summer fieldwork. In continuing modules of Teaching Diverse Learners (EDUC 540), students work within a sociocultural framework to learn how to serve students with special learning needs and those who are English Language Learners. This course will have a field component. Further, as students begin to explore the pedagogies and theoretical underpinnings of content areas in subject-specific methods courses (EDUC 627 or 629), they work hard with both Penn mentors and classroom mentors to consider the full range of questions important to consider in planning lessons and structuring learning activities to achieve specific goals of understanding with particular young people in unique sites. The Fall Fieldwork Seminar (EDUC 515) builds on the summer effort to establish a community of inquiry in the cohort by providing a laboratory with a set of theories, tools and practices for analyzing data they bring from the field. Much of this course will be held at field sites on Fridays. Multiple lenses for analyzing learning designs and classroom practice are introduced and modeled with the goal of developing both competencies and habits of inquiry in emerging professionals. Thus, the following essential questions are pursued during Term II:

- What are my fears? How do they impact my engagement with others and with my environment?
- What are my experiences with conflict and conflict management? What are my experiences with difference?
- What is the quality of my relationship with my students?
- What are my students’ experiences with education?
- How do different students look at schooling and respond to being taught?
- What is normalized as adolescence?
- What can I do to support student engagement with subject matter?
- How can I know when they understand?
- In what ways can technology be used as a tool to better engage students in deep learning?
- How does classroom management reflect the design of the learning environment?
- How does classroom management reflect the quality of interactions between and among students and teachers?
- How do I inform, guide, and shape the learning environment AND respond to the culture of the community, school and classroom?

The following program assignments are some of those that will build upon the reflections and artifacts salient to the culminating portfolio during Term II:

- Directed observations and fieldwork journal

Students will observe in multiple learning spaces outside of the host classroom. Students will keep a record of what occurred during these weekly observations in the fieldwork journal, and then develop written analyses of these events with attention to specific modes of interaction and lesson components. These entries will incorporate ongoing inquiry and analysis into field-based experiences and connections with readings and coursework.
• Design of curriculum unit (may happen in Term II or Term III)
Building upon the design exercise of Term I, students will design a curriculum unit with the intent of teaching it in the host classroom. This unit will be developed through coursework in methods classes, but because it will be implemented, it will also be refined through conversation and co-planning with Penn and classroom mentors.

• Statement of a theory of practice
Students will develop an articulation of emerging beliefs about teaching and learning. Students will be asked to return to and refine this statement, exploring how it speaks to their work in the field and in their courses.

iii. Term III
Term III focuses on Practice, a Theory of Practice, and Professional Pathways. As students are in the field each day as student teachers, they are steeped in the professional activities of designing lessons, curriculum units, learning environments, and so forth. Both Advanced Methods classes in content areas (EDUC 657) and Advanced Fieldwork Seminar (EDUC 555) support this work by deepening content knowledge, strengthening pedagogical knowledge through design exercises, and engagement with fundamental ideas and issues in the field, and urging student involvement in the professional associations of the disciplines. As students begin in earnest to integrate inquiry, understandings, analysis, and teaching practices, they also have opportunities for the development of the culminating portfolio. Thus, the following essential questions are pursued during Term III:

• Who am I as a learner? A teacher?
• How can my teaching promote equity and access?
• How can I enter into and help sustain the discourse of the field?
• What resources are available to deepen my own and my students’ knowledge of subject matter?
• How much can I plan up front, and what’s involved in the actual “doing” of teaching?
• How can I design a learning environment in which all learners thrive and succeed?
• How can teaching happen within the context of mandates?
• How can I connect with students’ family members and communities?
• In what ways can technology be used as a tool to better engage students in deep learning?
• What are the competencies and practices associated with critical technology literacy?

The following program assignments are some of those that will be developed during Term III:

• Fieldwork journal
Students will continue to share journal entries with their Penn mentors and colleagues in Fieldwork Seminar.

• Portfolio and master’s analytic essay
Students’ portfolios will represent their understandings and artifacts of the purposes and practice of teaching. The analytic essay anchors artifacts chosen from learning designs, journal entries, reflective papers, etc., to demonstrate the insights about the design of powerful learning environments gleaned over a year’s course and field work. Penn mentors and the instructor of the Advanced Fieldwork Seminar will work with students to explore the substantive expectations for this assignment, with the goal of making the Portfolio a highly personal and deeply professional marker of inquiry and learning.
iv. Plan of study
Students must file a program plan according to the University term schedule (summer, fall, spring) with the help of their advisor (assigned upon acceptance to the program). Given the intensity of a 10-month, 11-cu program, with most of the scope and the sequence determined, students essentially have one elective course. Students should take this elective course during the fall term, so that they have more time to devote to their teaching apprenticeship in the spring. However, the choice to seek dual certification (certification in two subject areas) precludes taking one elective; instead, such students are choosing to take two additional methods course in the second area of certification (fall and spring) in place of the elective course.

v. Term to term standing
In the Teaching Apprenticeship Program at Penn, coursework and fieldwork are interrelated. It may not be appropriate for students to go on in fieldwork if their performance in coursework has not met certain standards. Students who have any incomplete coursework at the end of a term or whose GPA falls below 3.0 (please note that the GSE Handbook requires that students maintain a 3.0 GPA term to term) must schedule an appointment with the secondary coordinator and the director of UTAP within the Add/Drop period of the next term. The secondary coordinator and director of UTAP will develop with the student a realistic plan for continuing studies and/or beginning fieldwork and their teaching apprenticeship.

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

In keeping with the rules of the Graduate School of Education, a grade of “incomplete” is converted to an “F” after the period of one year. Exceptions are only granted through student petition and with the permission of the course instructor and the Committee on Degrees.

Students must make appropriate progress and obtain a passing grade for their teaching apprenticeship experiences (as part of the grade for Fieldwork Seminars) in order to receive their teaching certification and master’s degree. This grade reflects serious and regular participation in the site meetings at the placement school. If students do not pass this phase of their work, they may be required to complete an additional fieldwork placement for a specified period of time. Additional placements usually occur at the end of the semester after the regular semester of fieldwork has been completed.

In order to graduate, a student’s GPA at the end of the program must be a 3.0 or higher. Students should, from term to term, use Penn in Touch to review their grades and standing in the program to assure that university records match their own understanding of their status.

vi. Extending coursework beyond three terms
Ordinarily, students in the Teaching Apprenticeship Program take 2 cus in the summer, 5 cus in the fall, and 4 cus in the spring. The expectation is that students ordinarily finish coursework, their teaching apprenticeship, and their master’s comprehensive essays and portfolios in time for May commencement. In rare cases, students may be allowed to extend their coursework by deferring one course until the first summer term following the culmination of the program. Students wishing to apply for such an extension of coursework should make their request in writing to the director of UTAP. Such extensions must be approved by the end of the drop/add period in February. Extending coursework beyond the normal three terms may affect the amount
of tuition charged and the financial aid available per term. Please consult the GSE handbook about additional fees for deferring a course and deferring graduation.

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

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

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

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

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

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

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

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

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

* If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student’s responsibility to consult with the instructor to clarify any ambiguities. (Source: Office of the Provost, 1996)

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

ix. Communication
All GSE students are given the opportunity to set up a GSE email account at the start of the program OR students may continue to use their personal gmail, yahoo, Comcast, Verizon email accounts. The critical issue is that email is our principal means of communicating with you and it is imperative that you check your email account regularly and pay attention to our emails. You must insert your email address into your University directory listing: http://www.upenn.edu/directories/. Please ask us for assistance if you cannot update your information, as this is how we will send you critical information that we will hold you responsible for knowing.

x. Calendars
Students should become well acquainted with calendars published in this handbook and by all of the following:

- The Secondary Teaching Apprenticeship Program Google Calendar https://www.google.com/calendar/embed?src=o2aliuk9p2glvsgc0u4opnjndo%40group.calendar.google.com&ctz=America/New_York
- The Graduate School of Education http://www.gse.upenn.edu/academiccalendar
- The University of Pennsylvania
- The school district and school in which you are a teaching apprentice

Note on Spring Breaks:

- Spring Fieldwork Break
The Teaching Apprenticeship Program does not take spring break with the rest of the university. Instead, they take a break from both fieldwork and coursework that is timed with the break calendared by the school system in which their teaching apprenticeship occurs.
III. EVALUATIONS

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

a) Are congruent with the program’s emphasis on authentic assessment of students’ progress (i.e., holistic, rich descriptions of student work and thinking based on observations and documentation);

b) Represent multiple perspectives, including those of the classroom mentor, Penn mentor, and student teacher;

c) Draw on concrete examples from actual classroom teaching and school life, rather than abstract items that may or may not be relevant to particular school and classroom settings;

d) Move the focus of evaluation away from checking off items on a list and toward rich observations and descriptions of practice;

e) Engage the learner in self-assessment and analysis of her/his own learning.

There are three primary ways that student teachers’ progress and learning are evaluated:

1) Fall/Spring Field Review (Appendix F)
2) Pennsylvania State Department of Education Evaluation Form--PDE 430 (Appendix G)
3) Program Grading

A. FALL/SPRING REVIEW

The purpose of the Fall/Spring Field Review (Appendix F) is to capture the student teacher’s learning and progress in the field (including her/his classroom and school, cross experience sites, school site meetings, and other professional contexts).

The review is conducted by the student teacher, classroom mentor, and Penn mentor two times a year, once in mid-fall and once in mid-spring. The purposes of the fall meeting are to identify the student teacher’s strengths and areas that need attention and to establish recommendations for the remainder of the year. The purposes of the spring meeting are to identify areas of growth in the student teacher’s work across the year, to provide closure on the student teacher’s experience in the program, and to look ahead to the student teacher’s early teaching years. In each case, all three participants bring to the meeting written notes that describe the student teacher's work in the classroom using the Fall/Spring Field Review form (Appendix F) categories.

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

Participants may want to bring additional observations and examples of the student teacher's and students’ work or any other material that will help describe the student teacher’s work. The meeting should be postponed if all participants have not prepared written notes ahead of time when they arrive at the meeting. The Penn mentor takes notes during the meeting and is responsible for writing a summary of conclusions and recommendations that draws on the perspectives of the three participants. Student teachers and classroom mentors both receive copies of the Penn mentor’s summary notes. Additional copies of the fall and spring review forms are kept on file in the UTAP office, although these evaluations are kept confidential and are not released to prospective employers.
B. PENNSYLVANIA STATE DEPARTMENT OF EDUCATION EVALUATION FORM

The Pennsylvania Department of Education has their own form that Penn mentors must complete for each student. Like the Fall/Spring Field Review Form, this form—the PDE 430 (see Appendix G)—must be used a minimum of 2 times during the year. A satisfactory rating (1) in each of four categories, resulting in a minimum of at least four points, must be achieved on the final (spring) rating to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

Student teachers receive a copy of the completed PDE 430 form, and sign it to acknowledge awareness of, though not necessarily not agreement on, the contents. A copy is then placed in the student’s file at Penn, although these forms are not shared with outside agencies, prospective employers, or other individuals, as this is an internal document. Copies of the PDE 430 will be reviewed during major state program reviews.

C. PROGRAM GRADING

Students must obtain a passing grade for their teaching apprenticeship experience (included in your field seminar grade) in order to receive their teaching certification and master’s degree. If students do not pass this phase of their work, they may be required to complete an additional fieldwork placement for a specified period of time. Additional placements usually occur at the end of the semester after the regular semester of fieldwork has been completed and may take place in settings other than the student’s year-long placement. Additional placements may also occur in subsequent semesters, as needed. In some cases, a student does not pass this additional placement, and is granted a master’s degree without being recommended for certification.

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

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

The culminating assignment at the end of the master’s program is the Term III Portfolio. For more information on this assignment, see University Coursework: Term III above and materials provided by your instructor and secondary coordinator.

D. STUDENT EVALUATION AND GRADE INFLATION

Student evaluation is the prerogative and responsibility of the faculty and an important educative act. Each student is entitled to the careful and timely review of his or her academic work. Grades are the means by which such evaluations are efficiently communicated to external groups (e.g. doctoral admissions committees, fellowship committees, employers) and, most importantly, to the student. The compression of grades in the upper range (grade inflation) has occurred at many colleges and universities and the phenomenon is particularly prevalent at highly selective institutions. There are, of course, circumstances in which grades may be somewhat skewed toward the upward range such as independent studies or small advanced doctoral seminars. Further, some faculty members use the
“mastery” approach to teaching, providing students with feedback and the opportunity to rework certain assignments for a higher grade.

Nevertheless, without variation in grades, it is impossible to differentiate between “distinguished” work (the criterion for an A in graduate grading system at Penn) and “good” work (the criterion for a B.) Grade inflation is problematic because it unfairly penalizes students whose exemplary work deserves to stand apart through the recognition of an A. Inflated grades also can mislead students and give them an unreasonably optimistic assessment of their performance.

At Penn GSE, the expectation is that grade distributions in courses fall predominantly in the A to B range and that the notional mean of most courses (excluding small seminars and so forth and subject to the professional judgment of individual faculty members) is a B+. (From the GSE Academic Standards Task Force)
IV. ROLES AND RESPONSIBILITIES

The teaching apprenticeship is the centerpiece of Penn’s Teaching Apprenticeship Program. Each student teacher works with a classroom mentor in a secondary classroom and is supported by a Penn mentor who works with a group of student teachers in the same discipline. Together, these two mentors oversee and guide the student teacher's classroom learning. Each participant has the following roles and responsibilities:

A. STUDENT TEACHERS’ PRIMARY ROLES AND RESPONSIBILITIES

Student teachers are assigned to school sites in clusters of at least two per school in most cases. These student teachers, along with their classroom mentors and Penn mentors, make up a school site team that supports learning and inquiry. Although each student teacher is assigned to one (or two) classroom mentor(s) specifically, each classroom mentor in the school site team is regarded as an important teacher to that student. We encourage student teachers to take advantage of the resources they have in this team.

i. Conduct yourself as a professional

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

- Arrive and leave the site according to the hours described in the sections on fall and spring fieldwork above (II.E and II.F);
- Maintain confidentiality where it is needed (see Section II.D.xiii above);
- Adhere to school policies;
- Dress professionally, using the more conservatively dressed teachers as a guide;
- Using the policies described in the sections on fall and spring Fieldwork, establish and follow communication guidelines with your classroom mentor and Penn mentor when you will be absent or late;
- Heed the culture of your school in setting standards for student behavior (e.g. the procedures for managing student behavior in hallways);
- Show interest and initiative in getting involved in activities.
- Demonstrate appropriate respect for all those who will cross your professional path throughout our program: faculty, supervisors, peers, teaching colleagues, principals. Realize that all these people may be called upon by prospective employers to relate impressions that you have made on them throughout the program. They are looking to you to set a quality standard for your work.

ii. Learn from school members besides just your classroom mentor

Become familiar with every aspect of your school: attend faculty meetings, interact with a variety of faculty members and other school personnel; get to know the various parts of the building and playground; take time to observe students, including those not in your classroom, during different times of the day and engaged in different activities. Observe in other classrooms or school-based learning environments numerous times and be prepared to share reflections with peers, mentors, and professors.

iii. Participate in weekly site meetings

The agenda for site meetings with Penn mentors and peers should be set by student teachers and, when appropriate, classroom mentors. Student teachers should use these meetings as times to discuss the leading edge of their teaching-- in some cases this will pertain to program assignments, while other times it may not.
iv. Gradually assume more responsibility in the classroom
According to the schedule and policies described in the sections on fall and spring fieldwork above, move from observer to lead teacher in two block-scheduled or three standard-schedule classes in your host classroom by the end of Term III. Include the following steps in this process:

- Prepare a letter of introduction for students and their families. Share it with both your Penn mentor and classroom mentor for feedback and approval before distributing.
- Ask your mentors many questions about short- and long-term planning, implementation, and decision-making.
- Participate in and support all classroom discussions and activities. This might involve taking responsibility for some daily routines and activities from day one (e.g., homework routines and review, warm-up activities, attendance, advisory procedures, etc.).
- Circulate among students, support individuals and small groups, and redirect student attention and behavior when appropriate.
- Begin to develop a teacher’s presence in the classroom.
- Observe, observe, observe. Share observations and related questions and reflections with your mentors through weekly meetings and the fieldwork journal. These observations should continue during other periods of the day once you have assumed lead teaching responsibilities in 1-3 classes, so as to remain fully engaged with students for the duration of the time you are at your field site. Especially in the spring term, this continued participation might include responsibilities related to advisory, coaching, guiding a co-curricular club, tutoring, etc.
- Arrange for formal observations with written feedback from your Penn mentor (at least two in fall, and three in spring).
- In preparation for the Field Review meetings, develop a written review of your progress and a plan for proceeding with co-teaching, then lead teaching, and finally closure. Share these during three-way meetings with field mentors.
- Regularly review progress and revise planning with mentors via discussion at regularly scheduled meetings and reflection in the fieldwork dialogue journal.
- Develop a plan for exiting the classroom that best meets the needs of students.

v. Prepare lesson plans for your classroom mentor and Penn mentor
For every lesson during the first 10 days of your teaching apprenticeship, and for all pre-arranged lessons thereafter, you must prepare detailed lesson plans and share them with your Penn mentor and classroom mentor with sufficient time to receive feedback and revise them before teaching (usually 48 hours for each reader). This period of close review may be extended on a case by case basis. After this period, **you must prepare detailed written lesson plans before teaching all lessons and place them, before teaching the lesson, in a binder in the classroom for review at any time by classroom mentors, Penn mentors, or school administrators.** Your Penn mentor will continue to be a resource for you as you develop these plans. (See section on Lesson Planning Guidelines above, Appendix D, and Appendix E.)

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

vi. Participate in all professional development activities
Student teachers must participate in all professional development activities that other teachers at your school attend. These are important learning opportunities about the profession you are about to enter, and make you more fully a member of the school faculty at your site.
vii. Collect artifacts
Beginning in the summer, keep files of all your work for the year to prepare for the creation of your portfolio. This might include journals, assignments, photos, copies of student work (with their permission), notes and observations from mentors, etc.

viii. Video-tape a lesson
With assistance from your Penn mentor, you must video-tape a lesson you teach and reflect on lessons learned at least one time per semester. (See Appendix K and Appendix L.)

ix. Fill out the Field Review form and participate in the field review meeting
Each semester, the classroom mentor, Penn mentor, and student teacher each fill out a Field Review form (see Appendix F) and then meet during lunch or after school to "compare notes." Each party should bring four copies of what they have written—one for each participant and one for the student's file at Penn. The purpose of the forms is strictly for the benefit of the student and those of us who are working for the benefit of the student. The information written is not shared with potential employers or outside sources. No "master summary" is written because we recognize that different parties may have seen the same events in different ways. All three participants in this meeting—the classroom mentor, the Penn mentor, and the student teacher must come prepared with notes. From experience we know that these meetings lack sufficient depth if anyone comes in thinking that they can "wing it." For this reason we ask Penn Mentors to reschedule the meeting if anyone has not prepared written notes.

x. Be an active part of the teaching team
At the school site, we expect student teachers to be engaged members of the teaching team and to participate in school life in every way possible. Read the Roles and Responsibilities of your two mentors, below, and consult the secondary coordinator immediately if you have questions about your mentors’ fulfillment of their roles. We expect student teachers to take an active role in their own learning by asking questions, raising concerns, making suggestions about responsibilities they might undertake, requesting the help and coaching they need, and seeking out materials for lessons.

B. PENN MENTORS’ PRIMARY ROLES AND RESPONSIBILITIES
Each student teacher works closely with a Penn mentor who is an experienced educator and a member of Penn’s teacher education staff. Penn mentors coordinate with classroom mentors to facilitate the student teacher’s successful adaptation to the classroom. Penn mentors visit the school site weekly, getting to know each classroom, observing student teachers and conferring with them afterwards, and facilitating weekly site meetings.

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

One of the primary roles of the Penn mentor is to respond to the student teacher’s weekly journal. Through dialogue journals, Penn mentors help student teachers interpret their classroom observations, make connections between university coursework and fieldwork, raise and explore questions about teaching, learning, and schooling, model approaches to reflection, and understand how individual
lessons and activities fit into the larger curriculum. In some instances this dialogue takes place electronically using the Blackboard interactive website.

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

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

i. **Observe student teachers in their room one time per week and provide written feedback**
Penn mentors visit for one complete class period (45-60 minutes) each week, even if the student teacher is not yet teaching. The frequency of these visits reflects Penn's unique philosophy of mentoring. Many Teaching Apprenticeship Programs have a supervisor come to visit the student about three times per semester. Knowing that time is limited to make a good impression, the student teacher "puts on a show"—working much harder than usual to make sure everything goes right. At Penn, our Penn mentors visit once per week so that they have a chance to become part of the scene. Student teachers tend to relax because they know that while the Penn mentor will inevitably see some tough moments, they're also bound to see some twinkling ones—and we welcome the tough moments because student teachers can learn from those just as well (or better) than the successes. During the first six weeks of the year, the Penn mentor, alongside the student teacher, watches the classroom mentor teach. This enables the Penn mentor to share a crucial common point of reference for discussion with the student teacher about teaching, learning, and the school and classroom contexts of this specific placement.

Penn mentors will share their feedback with students in verbal and written form after these visits as a means of engaging in dialogue about the students’ evolving practice.

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

iii. **Guide the student teacher and classroom mentor to gradually increase the student teacher's responsibility**
This is another area where Penn's program may differ from some programs—we prefer that student teachers spend a relatively long period (6 weeks) at the beginning of their field placement observing and working one-on-one with students. Because we believe that instructional decisions should reflect the teacher's observations of who the students are, we put special emphasis on getting to know your particular students. We have found that once students begin to teach lessons, their focus quickly shifts to what they, the student teacher, should be doing. Penn mentors play a vital role initiating a plan for a student teacher to gradually assume more and more responsibility at a pace that maximizes her/his growth.

iv. **Observe "pre-arranged lessons" and provide feedback (at least 2 in the fall / 3 in spring)**
Penn mentors will see students teach many lessons each semester and provide written feedback on most of these. But to help us all pay special attention to some lessons, we ask student teachers and Penn mentors to designate some lessons as "pre-arranged." Pre-arranged lessons are ones
where 1) the student teacher provides a lesson plan to the Penn mentor with sufficient time for the Penn mentor to provide feedback; 2) the student revises the lesson or responds to the Penn mentor; 3) the Penn mentor arranges to come to observe and take notes during the lesson; and 4) the two confer after the lesson to debrief (see Appendix E, Observation Form).

v. Facilitate site meetings
Whenever possible, the Penn mentor will arrange for weekly site meetings with all of the student teachers at a given site. Penn mentors should try to include classroom mentors in these meetings on a regular basis as well. The agenda for these meetings should come from the student teachers and classroom mentors, with the Penn mentor acting as discussion facilitator.

vi. Assist with video-taping one of the pre-arranged lessons each semester
Student teachers are required to videotape at least one of their lessons each semester with the help of their Penn mentor or another student (if preferred). Student teachers are responsible for making all arrangements well in advance. (See Appendix K and Appendix L.)

vii. Meet with the student in 2-way; and 3-way meetings as needed
At the heart of the Penn mentor's role is the job of facilitating communication. Sometimes what is needed is for the Penn mentor to meet one-on-one with the student teacher (i.e. a two-way meeting); other times, the classroom mentor needs to be included (i.e. a three-way meeting). Often student teachers and classroom mentors find it easier to say to a Penn mentor what they find it difficult to say to each other. It is the Penn mentor's job to help each of them speak to the other in ways that help the student teacher grow professionally.

viii. Meet with the classroom mentor (without the student teacher) on an occasional basis
There will be times when the Penn mentor will prefer to confer with the classroom mentor without the student teacher present (just as there will be times when the student teacher wants to confer with the Penn mentor without the classroom mentor present). Experience has shown us that if the Penn mentor does not initiate such meetings occasionally, a classroom mentor may have concerns that s/he has not yet found a way to share with the student teacher. The goal of such "2-way" meetings is always for the Penn mentor to facilitate better communication with the student teacher.

ix. Fill out the Field Review form and Facilitate the Field Review Meeting
Each semester, the classroom mentor, Penn mentor, and student teacher each fill out a Field Review form (see Appendix F) and then meet during lunch or after school to "compare notes." Each party should bring four copies of what they have written—one for each participant and one for the student's file at Penn. The purpose of the forms is strictly for the benefit of the student teacher and those of us who are working for the benefit of the student. The information written is not shared with potential employers or outside sources. No "master summary" is written because we recognize that different parties may have seen the same events in different ways. All three participants in this meeting—the classroom mentor, the Penn mentor, and the student teacher must come prepared with notes. From experience we know that these meetings lack sufficient depth if anyone comes in thinking that they can "wing it." For this reason we ask Penn Mentors to reschedule the meeting if anyone has not prepared written notes.

x. Fill out the PA Statewide Evaluation Form
The Pennsylvania Department of Education has their own form that Penn mentors must fill out for each student (see Appendix G). Penn mentors must fill out this form and show it to the student teacher for his/her signature, acknowledging awareness of, not agreement on, the contents, before submitting it for the student’s file at Penn.
xi. Participate in monthly meetings at Penn
Penn mentors’ meetings generally focus on two subjects: 1) Issues in the practice of being a Penn mentor (e.g. "What makes for an effective response to a student journal?"); or 2) Discussion of the texts and coursework of the student teachers. In the past, Penn mentors have found it valuable to read key texts that students themselves are reading in their courses.

xii. Participate in portfolio review and assessment
Penn mentors play a crucial role in the review and assessment of students’ master’s portfolios. They serve as the first reader for the portfolio of each of their mentees, write comments, and make suggestions about whether the portfolio passes or needs to be revised, and what grade should be given for the work submitted.

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

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

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

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

Once the school year begins, classroom mentors can help student teachers get to know the students and be seen as an integral part of the classroom by:
a) Referring to the student teacher as another “teacher” in the classroom.
b) Providing time for each student to talk or work alone with the student teacher.
c) Arranging for students to plan and conduct a school tour for the student teacher.

**ii. Find time to talk**

One of the most important things that you can do for your student teacher is to find time to talk about why you do what you do, and to do some planning with them. We ask you to try to set aside one hour per week to talk exclusively with your student teacher (this might be made up of several lunch periods, before school, or after school times). If, once the school year is underway, you find that you are unable to mentor your ST in this way, please do not hesitate to contact Kate Kinney Grossman, kinneym@gse.upenn.edu, secondary coordinator, right away, so that we can troubleshoot or make other arrangements, if necessary.

**iii. Try to hear questions as questions (not criticism)**

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

**iv. Welcome a "Penn mentor" into your room**

As many of you know, the people known as "field supervisors" in many Teaching Apprenticeship Programs, we, at Penn, call "Penn mentor." We call them this to remind ourselves that we want them to be something different than the evaluative visitor for whom the student teacher feels s/he must "put on a show." Penn mentors try to establish a more collegial teaching relationship. To do this, Penn mentors visit at least once per week throughout the year. Penn mentors need to get a sense not just of the student teacher, but of you, the personalities of your students, and the classroom culture that you're creating. This means that sometimes they will come to visit even if the student teacher is not leading a lesson, seeing you teach on good days and on bad ones, in order to help the student teacher understand what it all means. Please welcome the Penn mentor and help him/her to find a place in the room from which s/he can clearly observe without interfering with the business at hand.

**v. Ease the student teacher into teaching**

A student teacher will need you to let them take on some responsibilities (difficult as that may sometimes be). You can help your student teacher by incrementally increasing their responsibilities in a way that allows them to find a balance of succeeding in the things that they can already do and stretching into new areas (where they may sometimes flop). Like all teachers, student teachers will sometimes make mistakes and need your help in learning from these. Please avoid intervening in ways that interfere with their role as lead teacher in front of students, and instead discuss these moments with student teachers privately later.

**vi. Participate in site meetings**

Site meetings (held at your school) are meant as "teacher research" meetings times for student teachers and classroom mentors to discuss whatever is at the leading edge of their teaching. Student teachers come together for site meeting with their Penn Mentor regularly, and we ask that you, their classroom mentors, join them for these meetings periodically. The agenda for these meetings should be set by you and the student teachers so that you are always talking about something that meets your needs. If the site meetings are not feeling useful to you, you should first talk with the Penn mentor to collaborate on improving them. The aim is to help student
teachers learn, not just from their own classroom mentor, but from the group, and for you to have an opportunity to improve your own practice by discussing it, and learning from your colleagues.

vii. Initiate conversations with the Penn mentor (without the student teacher, if necessary)
There will be times when you want to confer with the Penn mentor without the student teacher's presence (just as there will be times when the student teacher wants to confer with the Penn mentor without you present). If you are struggling to find a way to help a student teacher overcome a hurdle, make sure that you let the Penn mentor know so that s/he can help you from his/her position too. Feel free to use the Penn mentor's cell or home phone number provided on the Participants List if you don't have a chance to talk during the day.

viii. Provide opportunities for the student teacher to teach original lessons
You will have input on the lessons that your student teacher teaches in your classroom, so that they fit into whatever you are teaching and so that they meet whatever mandates or standards you are required to meet. However, we ask that you keep an open mind on methodology, so that student teachers have opportunities to try different teaching approaches, even ones that are alien to you, as they attempt to find their own teaching style. Allowing your student teacher to be an individual, within the bounds of sound teaching, is essential to being an effective mentor. Your flexibility is a crucial component to the teaching apprenticeship experience.

ix. Fill out the Field Review form and Participate in the Field Review Meeting
Each semester, the classroom mentor, Penn mentor, and student teacher each fill out a Field Review form (see Appendix F) and then meet during lunch or after school to "compare notes." Each party should bring four copies of what they have written—one for each participant and one for the student's file at Penn. The purpose of the forms is strictly for the benefit of the student and those of us who are working for the benefit of the student. The information written is not shared with potential employers or outside sources. No "master summary" is written because we recognize that different parties may have seen the same events in different ways. All three participants in this meeting—the classroom mentor, the Penn mentor, and the student teacher must come prepared with notes. From experience we know that these meetings lack sufficient depth if anyone comes in thinking that they can "wing it." For this reason we ask Penn mentors to reschedule the meeting if anyone has not prepared written notes.

x. Think out loud
Model the activity of teaching as a reflective activity by thinking aloud about issues such as planning, how to meet the needs of a particular student, how to work with administrators and parents, and plans that were successful or problematic. What is obvious to you is golden to a student teacher. Let them in on what you are thinking.

xi. Be there
Student teachers are not legally permitted to supervise students alone. (See Section II.D.xi “School district policy that student teachers may not serve as substitutes” above.) This means that you are required to remain in the classroom at all times. Beyond this legal requirement, however, is a program expectation and goal: your presence in the room allows you to regularly observe the student teacher teaching, during both pre-arranged and informal lessons, and to offer feedback and suggestions. Your experience, your knowledge of the students, and your quiet position in the background when the student teacher is at the front of the room, gives you a unique and valuable perspective from which student teachers can learn a great deal. Please help student teachers to see both the strengths and weaknesses of their lesson implementation.
xii. Honoraria for classroom mentors
The honorarium for classroom mentor is $450 for mentoring a master's student for one entire semester. If a student teacher’s time is split between several classroom mentors, the honorarium is split proportionate to the amount of time the student teacher spends in each classroom. The placement of a student teacher in your classroom depends upon our enrollment, our students’ subject area and grade-level preferences, transportation concerns, and types of schools. While we are not able to perfectly match every classroom mentor’s preferences with those of every student teacher, we work very hard to bring these together as closely as possible. Thank you, in advance, for your flexibility as we make our best attempt to meet your needs along with those of our students.
V. PROCEDURES FOR CERTIFICATION AND EMPLOYMENT

The University’s office of Career Services offers guidance for teacher education students in seeking employment through a series of workshops offered throughout the program. See Appendix B for a timeline for the job search process for teacher candidates and Appendix C for interviewing tips provided by Career Services. Students should contact Career Services directly for assistance with developing effective resumes and cover letters.

http://www.vpul.upenn.edu/careerservices/

A. CERTIFICATION IN PENNSYLVANIA

To teach in a public school in the United States, you need to hold an instructional certificate from the state in which you teach. As do most states, the Commonwealth of Pennsylvania issues teacher certification to individuals who complete a state-approved program of preparation, obtain a recommendation for certification by the institution in which they received their preparation, and pass the appropriate PRAXIS Exams (teacher certification tests).

The Pennsylvania Department of Education (PDE) issues several different types of teaching certificates, the most important of which are explained below:

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

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

Dual Certification: Normally teachers are certified in one subject area, such as English or Mathematics. Dual certification allows a teacher to be certified to teach in two areas.

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

i. Procedures to apply for certification

In order to obtain a recommendation for certification from GSE, you must:

1. Satisfactorily complete your assigned student teaching experience.

2. Submit passing scores on all required Praxis tests in the appropriate subject area. You should arrange for these scores to be automatically sent to Penn (code 2926) as well as to PDE (code 8033).

3. Complete and submit documentation for all other relevant course prerequisites by the state for certification.

4. Go onto the PDE/TIMS website and apply for certification: http://www.portal.state.pa.us/portal/server.pt/community/TIMS/20476/page/1033139

Be sure to indicate that the University of Pennsylvania is your teacher preparation.
program. Pay the fee with a credit/debit card or attach a money order, as directed. Print out the cover sheet to have your physician complete the health certificate and mail it to PDE at the address on the form.

ii. Praxis Exams for Secondary Certification (7-12) in Pennsylvania
The Commonwealth of Pennsylvania requires a number of tests from the PRAXIS series as a part of the certification requirements. You should always check the State of Pennsylvania website (http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638) for the most accurate and current information about which tests are required, as revisions are common. In February 2012, PDE announced that student teachers completing a post-baccalaureate program NEED NOT take the PPST (Praxis I) exams.

Specialization Area Exams
English:
0041 English Language, Literature & Composition: Content Knowledge

Mathematics:
0061 Mathematics: Content Knowledge (graphing calculator required)

Science:
0235 Biology: Content Knowledge
0245 Chemistry: Content Knowledge
0435 General Science: Content Knowledge
0265 Physics: Content Knowledge

Social Studies:
0081 Social Studies: Content Knowledge

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

*** When registering for the Praxis tests, be sure to include your social security number. Today, people are increasingly wary about giving out their SS# but if you do not do so, the scores might not be accepted in Harrisburg.

What if I plan to teach in a state other than Pennsylvania?
If you plan to teach in another state after graduating from Penn’s Teaching Apprenticeship Program, you should make direct inquiry to the State Director of Teacher Certification in that state as to the requirements for certification (including the names/codes of the exams required by that state). Generally, you will need to provide evidence that you have completed a state-approved program of teacher certification, and you would need to provide evidence that you have passed the exams required for certification in the state to which you are applying (these can vary from state to state). The Praxis website lists the specific Praxis exams required in each state on the website of each state’s certification office will give you the most accurate and up-to-date requirement and contact information. Since fees for the Praxis exams are not trivial, you do not want to take any not required by another state, or, take the wrong specialization exam(s) in any given domain (e.g., science). http://www.ets.org/praxis/pa/

What about Dual Certification?
Those seeking certification in more than one content area must pass the Praxis content knowledge exam in each subject area, complete a separate application for certification for each content area including the physician’s signature and attach an additional money order. Graduates of the program who are already certified may wish to “add-on” a certification. Here is the PDE website with information on how to do that:
[http://www.pde.state.pa.us/portal/server.pt/community/instructional_add-ons/8632](http://www.pde.state.pa.us/portal/server.pt/community/instructional_add-ons/8632)

**When should I take the tests?**

Dates for the Praxis tests and deadlines for registering are listed on the Praxis website [http://www.ets.org/praxis](http://www.ets.org/praxis). You may take these at any time. In any case, you should plan to have taken your last test no later than February so that the processing of your results does not delay your certification.

**Where should I have the Praxis test results sent?**

When you fill out your registration forms, request that your test results be sent to the University of Pennsylvania (RA 2926), to Harrisburg / The State of Pennsylvania (R 8033), and any to any other state in which you anticipate seeking certification. If you fail to have scores sent to Penn, you will delay the processing of your certification. Students seeking certification in states other than Pennsylvania should request that their scores be sent to those states.

**How can I prepare for Praxis exams?**

The best preparation is a solid academic background, but do not assume that other preparation is unnecessary. Familiarize yourself with the types of tests and the types of questions, etc., by reviewing *Tests at a Glance* information, including sample questions, at The Praxis Series Website: [www.ets.org/praxis](http://www.ets.org/praxis). In addition, the GSE Curriculum Library (4th Floor) contains preparatory materials, including practice booklets. Please see Pat Friess to check out Praxis Guidebooks.

**iii. Past students’ recommendations on handling the Praxis exams**

The following excerpts were written by graduates of the program offering their personal advice on managing the Praxis exams:

I would suggest taking the PPST tests before the program begins in the summer, and taking the remaining tests all on one day in January before the semester gets too hectic. This way it's no big deal if you have to take any of these a second time. I don't think any of these tests require any real preparation. I'm not the best at standardized tests, I didn't study at all for any of them, and I passed all of them with flying colors. ('03/'04)

My recommendations:
- start early in the year, you don't want to get stuck with any tests left after the June date, or you have to wait till mid/late September to finish tests, and therefore finish certification
- bring extra pencils and erasers, and try to be relaxed!

I would reiterate as much as possible (and definitely allow students to ask questions during the alumni panel) that the best way to study is to just buy a study guide and make yourself familiar with the test so it isn't totally new on the day you take it. At the time of the test, things will seem a lot harder than they truly are. You may leave with not the best
feeling, but coming from Penn, we are all prepared to pass these tests and it is highly unlikely that you will fail. Okay, hope this helps...

iv. Letters to potential employers regarding anticipated certification

When applying for jobs during the spring of your program year, students usually find it helpful to have a letter from someone who works at Penn saying that we anticipate that you will complete the requirements for our program, and that we anticipate recommending you for certification. Since the advent of the No Child Left Behind legislation, districts have specified that these letters are only of consequence if the student teacher has passed all Praxis exams required for certification. Heeding this, we will only issue these letters once we have received notification from ETS of your scores. Contact Pat Friess to arrange to get the letter.

Students who are pursuing certification in states other than Pennsylvania should see Pat Friess for a letter certifying that you have completed tests for that state.

B. INTERSTATE CERTIFICATION AGREEMENTS

The following information is taken from a bulletin from the Department of Education regarding Interstate Certification Agreements.

Pennsylvania has signed an Interstate Agreement with other states/jurisdictions based upon the mutually agreed-upon conditions of that contract. **It should be noted, however, that in all cases, candidates for Pennsylvania certification must complete the ACTFL/Praxis tests required by Pennsylvania.** In order for this Bureau to evaluate an application using the Interstate Agreement, the candidate must provide verification that he/she has:

- Been awarded a baccalaureate degree
- Completed a state-approved student teaching (apprenticeship) program, including a supervised student teaching experience, leading to a comparable or broader certificate in the member state
- Received the recommendation from the certification officer at the college or university on an application form designated by this Bureau
- Complied with all ancillary requirements, including Pennsylvania required tests and college minimum grade-point average in effect at the time of application
- Met all Pennsylvania requirements related to citizenship as well as moral, ethical and physical/mental fitness

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

The following sections of the Interstate Agreement have **not** been signed by Pennsylvania:

- Alternative preparation or alternative certification
- Certification and experience without having completed an approved program
- Vocational, educational specialist, administrator or supervisor

Further information on the Interstate Agreement can be found at NASDTEC.
The Interstate Agreement pertains to instructional areas only. All other certifications (education specialist, supervisory, administrative, etc.) must meet all requirements set in the Program Specific Guidelines.

- Completed a state-approved student teaching (apprenticeship) program, including a supervised student teaching experience, leading to a comparable or broader certification in the member state
- Received the recommendation from the certification officer at the college or university on an application form designated by this Bureau
- Complied with all ancillary requirements, including Pennsylvania tests and college minimum grade-point average
- Met all Pennsylvania requirements related to citizenship as well as moral, ethical and physical/mental fitness

The following sections of the Interstate Agreement have not been signed by Pennsylvania:

- Alternative preparation or alternative certification
- Certification and experience without having completed an approved program
- Vocational, educational specialist, administrator or supervisor

Regarding Certification in Illinois and Praxis issues: A secondary student (‘04-05) reported the following complications regarding certification in Illinois:

1) There was approximately a 1 year backlog in applications for certification when I applied.
2) IL has additional testing requirements and an additional course requirement in Teaching Children with Special Needs. The course can be taken online at a variety of schools.
3) If you can obtain a Pennsylvania Certificate, it would be easier to apply for transfer, but the additional course requirement remains the same.
4) Most job openings in Chicago are for Special Education Certified positions. If there is time to work on a Special Ed. Certificate, you will have no problem finding a job.

“The best advice I would give to Penn is to advise students to take all the PRAXIS tests a year early (summer before student teaching).”

C. BACKGROUND CHECKS AND CLEARANCES

The Pennsylvania Department of Education (PDE) awards (and establishes criteria for) the provisional Instructional I certificate. As you know, criteria include pre-requisite courses. Other criteria include obtaining three clearances, required of all student teachers:

http://www.portal.state.pa.us/portal/server.pt/community/background_checks_%28act_114%29/7493

(1) Act 34 Background Checks: PENNSYLVANIA STATE CRIMINAL HISTORY RECORD

Fee: $10.00 payable to Commonwealth of Pennsylvania:
The Pennsylvania State Police has established a web-based computer application called “Pennsylvania Access to Criminal History” or PATCH. Using this system, a requestor can apply for a criminal background check on an individual. Eighty percent of the time, “No Record” certificates are returned immediately through the Internet to the requestor.

(2) FEDERAL (FBI) CRIMINAL HISTORY REPORT
Fee: $31.50 payable to Cogent Systems; must pre-register first using the process below

The fingerprint-based background check is a multiple-step process; here is the link with detailed information:

http://www.portal.state.pa.us/portal/server.pt/community/background_checks_%28act_114%29/7493/federal_criminal_history_background_checks/601327

You must physically be present in Pennsylvania in order to have your fingerprints scanned, so this may need to wait until you arrive if you’re from out of state.

(3) CHILD ABUSE REPORT

Fee: $10 money order only payable to PA Department of Public Welfare

You may obtain forms from this website:
http://www.portal.state.pa.us/portal/server.pt/community/background_checks_%28act_114%29/7493/act_151_%28child_abuse%29_background_checks/601428

Check off the “school” box when it asks why you are applying for the report. This must be done through the mail, so have the clearance mailed where you will be sure to receive it.

You must obtain all three clearances, and bring the originals to Maureen Cotterill or Pat Friess at GSE so that we can verify and copy them, before you will be able to undertake your teaching apprenticeship. In some cases, the summer field work sites will also require copies. We are required by PDE to verify, collect and maintain valid copies of these clearances the entire time you are in the program. The clearances are valid for one year, so please time your submissions to ensure they remain valid at least until you complete your teaching apprenticeship.

PLEASE COLLECT ALL THREE BEFORE BRINGING THEM TO US FOR COPYING.

We cannot place you in a school until you have all three clearances. It's the law!

D. CITIZENSHIP AND LANGUAGE REQUIREMENTS

The application for teaching certification also stipulates that applicants must either (a) be a United States citizen or b) hold the permanent visa that allows applicants to work AND sign a notarized affidavit of intent to become a citizen within 6 years. Applicants must also demonstrate proficiency with the English language. For more information on these requirements, go to:
http://www.pde.state.pa.us/portal/server.pt/community/out-of-state_prepared/8821/out_of_country_education_or_citizenship_procedures/506753
VI. APPENDICES

Appendix A: Helpful questions for the student teacher / Classroom Mentor / Penn Mentor triad

Recommended questions that classroom and Penn Mentors ask of student teachers:

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

Recommended questions that student teachers and Penn mentors ask of Classroom Mentors:

• What concerns do you have?
• How do/did you know when it was time to switch to another activity?
• Why did you decide not to do the activity you had originally planned?
• What are the most important things you hope the students will learn during the first few weeks in your classroom?
• Are you beginning to feel like I belong here?
• Is there an activity that you would particularly like me to try?
• Do you think I'm participating actively enough with the students?
• Is this beginning-of-school similar to beginnings in other years? How?
• What do you see going on in the classroom that maybe I haven't noticed?
• How do you see your role in our work together?
• Are you comfortable with the student teacher’s current level of responsibility?
• When and how can the student teacher assume more responsibility, such that it benefits the students, meets program expectations, and meets your goals for the class?

Recommended questions that student teachers and classroom mentors ask of Penn Mentors:

• What concerns do you have?
• Is the student teacher getting enough time to observe/participate?
• What are the most important things you hope the student teacher will learn during the first few weeks in a classroom?
• What do you look for when you observe in a classroom?
• What kinds of questions do you think are important for the student teacher and classroom mentor to ask each other?
• How can the student teacher's coursework at Penn fit into what’s happening here in the field?
• How do you see your role in our work together?
• Are you comfortable with the student teacher’s current level of responsibility?
• How can you support the student teacher in assuming more responsibility?
• How can we be sure we are filling each other in on what is going on, and finding enough time to share ideas and concerns?
Appendix B: Teacher Candidate’s job search timeline

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

September:
Orient yourself to your teaching apprenticeship positions.  
Decide when you will take the PRAXIS exams, with the goal of having them completed by January. 
Sign up ahead of time and block the appropriate dates on your calendar.

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

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

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

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

If you would like to contact the Independent School placement organizations independently, take a look at the Career Services web site to access contact information for placement agencies http://www.upenn.edu/careerservices.  Choose “Undergraduates”, “College of Arts and Sciences”, then “Industry Specific Information” and scroll down to “Teaching.”

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

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

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

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

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

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

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

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

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

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

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

Be proactive about contacting schools that interest you and to networking with educators you know, especially for very small, very large, or long-distance districts or for schools and systems through which you earned your own education. The teacher application process is governed by the necessity for documentation and procedures, but human factors often play a role in hiring for all professions.
A few facts about applying to school systems may be helpful in your planning. Teachers apply to each school district separately, although PA has a central application that is accepted by all PA school systems. A new online service for teaching applications and job listings includes many local school systems. For access to the PA application service, go to the home page at www.pareap.net to take a look. For New Jersey schools try www.NJhire.com.

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

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

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

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

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

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

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

**June – August:** Many schools are seeking teachers throughout the summer.
Appendix C: Interviewing Tips from Career Services at Penn

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

Commonly asked interview questions:

Tell me about yourself.
Why did you choose teaching as a profession?
How do you know what to teach? Describe how you do both short-term and long-term planning.
What factors might cause you to deviate from your plans?
What does the expression "classroom management" mean to you? How would you manage your classroom?
How do you meet the needs of individual students in your classroom?
What strategies or techniques would you use to motivate the reluctant and/or resistant learner?
How to you use technology in your classroom?
Why do we evaluate students?
What do you want to accomplish as a teacher?
How will you go about finding out about students' attitudes and feelings about your class?
A parent comes to you and complains that what you are teaching is irrelevant to the student’s needs. How would you respond?
How do you go about finding what students are good at?
When you have free time, what do you enjoy doing most?
What is the greatest attribute you bring to your students?
What are the qualities of an excellent teacher? Which of these do you have?
What grade level/ subject matter (ie. history or social science) do you prefer and why?
How would you use teacher aides and parent volunteers?
Why do you want to work in this district? (or in an independent school, charter school etc.)
With what kind of student do you most (least) like to work?
What is your philosophy of education?
Some of the BIG issues are:

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

For more information on interviewing go to the Career Services home page at:
http://www.upenn.edu/careerservices. Click "Graduate Students","Graduate School of Education", then "Interviewing" or many other helpful areas for job search strategies and tools. Cover letter and thank you note models are also available at this site and will be helpful in preparing letters for school districts and for following up on interviews and networking meetings.
Appendix D: Lesson Rationale

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

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

Core Decisions of Lesson Design

In narrative form, speak to the following core decisions.

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

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

Why
Why have you selected the topic and goals and the particular teaching methods? What factors have influenced your decisions? Here you should discuss how your core decisions about the what and the how were influenced by factors such as standards, curriculum, particular methods, theories about learning and teaching, your educational philosophy and beliefs, and what you know about your particular students, their experiences, and the curriculum in the class.
Lesson Plan Template  Use or adapt this basic format, or formats suggested in courses to fit your context.

HEADING
Your Name  Course and Grade Level  Amount of Time and Period
Subject of Lesson (e.g. Factoring Polynomials, Telling time in Spanish)

OVERVIEW/ RATIONALE
Start the body of the lesson plan by giving an explanation of the topic, the rationale for its inclusion, and possibly the relationship to the unit that you’re teaching. (Sample: This lesson, second in this unit on poetic devices, reinforces the meaning and uses of alliteration, along with introducing rhythm....)

ENDURING UNDERSTANDINGS
What are the “big ideas,” that will have lasting value beyond the classroom, which students will gain from this lesson? What specific understandings about them are desired? (Sample: Students will understand that a balanced diet contributes to physical and mental health.)

GOALS/OBJECTIVES
Make a list of specific goals or objectives, written in terms of the learner’s gained knowledge and behaviors. (Sample: Students will know variables influencing nutritional needs. Students will be able to analyze diets for nutritional value.)

STANDARDS
List the standards being addressed. Include words, not simply numbers.

MATERIALS
List the supplies (paper, markers…), resource materials (equipment, visual aids, guest speakers…), references (books, textbooks, teacher guides…), etc needed for this lesson.
Important: attach copies of all handouts, tests, discussion questions, etc. to this plan.

PROCEDURES
Explain, step by step, the process that you will use for each of the following stages. Include the time allotted for each activity.
  OPENER  How will you initiate the lesson (e.g. your warm up, motivation, hook)?
  BODY OF THE LESSON  How will you conduct the lesson? Be specific about what you and the students will do. For discussions, include questions you will ask, how you will shape the discussion, and what kinds of things you will be looking for.
  CLOSURE  How will the lesson close so as to reinforce new understandings?
  ACCOMMODATIONS  What accommodations will you make for students who a) find the material too challenging? or b) need greater challenge and/or finish early?
  ASSESSMENT/EVALUATION  How will you determine whether the students have met the goals/objectives? Explain how you’ll know (e.g. what behaviors or learned knowledge will you discover in the learners).
  PERSONAL REFLECTIONS / NOTES  After teaching the lesson, add your reflections about how you felt about the lesson, how the learners responded, whether the lesson accomplished what you planned it to do, how closely you followed the lesson plan, and how you would change the lesson for the next time.
Appendix E: Formal Observation Form

Observation Form

Student Teacher __________________________ Penn Mentor __________________________

Please attach a copy of the lesson plan, along with necessary handouts or assessments, notes and revisions.

Section I - Pre-lesson conversation 

Focus and goals of observation
• Co-constructed by ST and PM (CM when appropriate) while developing, examining, and revising lesson plans
• Indicate the overall focus of observation and the specific goals for the student teacher

Examples:
General focus—Student Engagement
Specific goal—ST will actively engage most of the class, including the students in the back rows.

General focus—Flow
Specific goal—ST will move between the 4 parts of this lesson with no more than 2 minutes of transition time between each.

Notes

Section II – Observation notes

Record of events - continue on separate sheet if necessary. Please attach all additional sheets.

Date_________________ Class (Subject & Period)____________________________________

Section III – Post-lesson conversation 

Date_________________
Notes – Goal
- In what ways was the goal achieved?
- In what ways does the goal need to remain in place, or be reformulated, and further pursued?

Notes – Other issues
- What else came up during the lesson that was noteworthy? Surprising? Valuable? Troubling?

Recommendations for future practice:
1.
2.
3.

Areas of demonstrated improvement and success:
1.
2.
3.
Appendix F: Fall/Spring Field Review Form

Fall/Spring Field Review Form for All Participants
Due __________________

Student teacher ____________________________________________

Penn mentor ________________________________________________

Classroom mentor ____________________________________________

*Please circle the name of the person completing this copy of the Field Review form.

The intent of this Fieldwork Review is to articulate:
• The student teacher’s learning, accomplishments, and questions related to teaching performance;
• Specific goals, and a plan for the student teacher’s implementation of the strategies and approaches noted;
• Areas of needed practice, development, or improvement within the context of the categories included here, and beyond.

This Field Review is intended to make clear the ways in which student teachers are engaged with learning in each of the noted categories. While it is not intended to measure student performance based on specific external standards, it is intended to draw the student’s attention to general categories for future growth and improvement, as well as to specific goals and plans for action in moving toward that growth. It is appropriate for students to be in the beginning stages of their development as teachers, while also appropriate for students to know where to turn their attention.

Each field participant—student teacher, classroom mentor, and Penn mentor—must fill out a Field Review form. The three participants must then schedule a meeting time, and use that time to discuss the student teacher’s work, with the completed forms to guide that discussion. The Penn mentor will then collect all three completed forms, clip them together with notes from the discussion, and turn the whole packet in to the secondary program coordinator. Students may view the entire packet at any time, simply by requesting such an opportunity from the secondary education coordinator.

********************************************************************************************************

The categories outlined in this Field Review are drawn directly from the categories specified in the PA Department of Education Evaluation Form. You will find this form in your Program Handbook (Appendix A). As you comment on the following questions, look carefully the sub-topics noted in each category on the PA DOE Evaluation Form, while also considering your performance.

********************************************************************************************************
I. Planning and preparation
What are your questions or concerns regarding the student teacher’s planning and preparation?

What are your specific goals regarding student teacher’s planning and preparation?

II. Classroom environment and management
What are your questions or concerns regarding student teacher’s classroom environment and management?

What are your specific goals regarding student teacher’s classroom environment and management?

III. Content knowledge, instructional approaches, and student engagement
What are your questions or concerns regarding student teacher’s content knowledge, instructional approaches, and student engagement?

What are your specific goals regarding student teacher’s content knowledge, instructional approaches, and student engagement?
IV. Professional conduct, responsibility, and collegiality

What are your questions or concerns about the student teacher in this area?

What are your specific goals regarding student teacher’s professional conduct, responsibility, and collegiality?

V. Overall performance

What are student teacher’s strengths related to her/his teaching apprenticeship performance?
1. 

2. 

3. 

In what areas does the student teacher need to improve?
1. 

2. 

3.
Appendix G: PA Statewide Evaluation Form for Student Professional Knowledge and Practice

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate’s Last Name  First  Middle  Social Security Number

Subject(s) Taught  Grade Level

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

PERFORMANCE EVALUATION

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

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

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

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP’s)
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

Criteria for Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating (Indicate ✓)

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

Alignment: 354.33. (1)(b)(E), (B)

Student Teacher/Candidate’s performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

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

- Classroom Observations
- Informal Observations/Visits
- Student Teacher/Candidate Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

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

Justification for Evaluation
Category III — Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(b)(D),(F),(G)

Student Teacher/candidate’s performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher/Candidate Interviews
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating
(Indicate ✓)

Justification for Evaluation
**Category IV – Professionalism** - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

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

Student Teacher/Candidate’s performance appropriately demonstrates:

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

### Sources of Evidence

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

### Category

<table>
<thead>
<tr>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

### Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>
Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

Justification for Overall Rating:

<table>
<thead>
<tr>
<th>Student Teacher/Candidate’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District/IU</th>
<th>School</th>
<th>Interview/Conference Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Year: ___________ Term: ___________

Required Signatures:
Supervisor/Evaluator: ___________________________________________ Date: ___________

Student/Teacher Candidate: ________________________________________ Date: ___________

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Teaching in PA

Pennsylvania's Code of Professional Practice and Conduct for Educators (excerpts from PDE website)

http://www.portal.state.pa.us/portal/server.pt/community/guidelines%2C_policies%2C_complaint_forms%2C_reports_and_related_documents_/8850/code_of_conduct/529193

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

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

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

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

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

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

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

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

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

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11. All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

Appendix I: What Teachers Should Know and Be Able to Do

What Teachers Should Know and Be Able to Do: The Five Core Propositions of the National Board for Professional Teaching Standards (adapted from www.nbpts.org)

What Teachers Should Know and Be Able to Do

This enumeration suggests the broad base for expertise in teaching but conceals the complexities, uncertainties and dilemmas of the work. The formal knowledge teachers rely on accumulates steadily, yet provides insufficient guidance in many situations. Teaching ultimately requires judgment, improvisation, and conversation about means and ends. Human qualities, expert knowledge and skill, and professional commitment together compose excellence in this craft.

Policy Position (Five Core Propositions)

• Teachers are committed to students and their learning.
  Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably,
recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

• **Teachers know the subjects they teach and how to teach those subjects to students.** Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

• **Teachers are responsible for managing and monitoring student learning.** Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

• **Teachers think systematically about their practice and learn from experience.** Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for
intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

• **Teachers are members of learning communities.** Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.
Appendix J: Writing and Counseling Resources

1. Counseling and Psychological Services
215 898 7021 / Mellon Bldg. / 36th & Walnut, 2nd floor.
Focused on psychological counseling, but also can help with academic issues as they relate to these.
General info & scheduling: 898 7021.

2. Weingarten Learning Resources Center (formerly Student Disability Services):
   • Office of Learning Resources-- Director, Myrna Cohen
   This center has learning instructors who can help with time management, study skills, how to handle increased reading loads, adjusting to different kinds of writing assignments, handling anxiety about any part of the learning process including participating in class discussion--i.e. issues of meta-cognition (to learn better how to learn).
   • Office of Student Disability Services
   This center is for anyone who suspects that they have a learning disability or anyone with a documented disability who needs accommodations worked out with their professors.

Both offices can be found at
Stouffer 3702 Spruce St. Suite 300
215 573 9235 www.vpul.upenn.edu/lrc/

3. Tutoring Center
3820 Locust Walk
Does content tutoring--e.g. calculus, economics, French.
http://www.vpul.upenn.edu/tutoring/index.php

4. Kelly Writer's House
3805 Locust Walk 215 573-writ
Drop-in writing advising every night Sun.-Thurs. 7PM-10PM starts late Sept. (Bring your paper or the assignment that you need to complete).
http://writing.upenn.edu/wh/
Appendix K: Video-taping policy of The School District of Philadelphia

Student teachers must send home a copy of the release form provided (see Appendix L) to be signed and returned by a parent or guardian. The form allows children to be videotaped and, if returned, is only step necessary to get clearance."

Policy for posting students’ work on the web of the School District of Philadelphia

During Term I, all student teachers create websites for one of the field placements that you will have this year (the one whose neighborhood the student teacher studied). Those are created so that the student teacher can develop the websites when working in that classroom by posting onto the website student work, notes to parents (if you're in a community in which parents use the web), links that students might use, or any other uses you have for it.

In order to post schoolwork/artwork on the internet, it should be added onto the same consent form in the addendum space provided and will suffice as well.”

*Note: The School District of Philadelphia is very clear in saying that under no circumstance can the children's faces or images be put onto the internet-some fear of child pornography, etc. So while students can be videotaped, these videotapes (or any other images) may not be on the internet.
Appendix L: Consent form: Video-taping and photographing students

WAIVER AND RELEASE

University of Pennsylvania  Graduate School of Education

Dear Parent or Guardian,

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

Kate Kinney Grossman  NancyLee Bergey
Instructor/coordinator  Instructor/coordinator
Master's Program in Secondary Education  Master's Program in Elementary Education
215 898 5186  kinneym@gse.upenn.edu  215 898 5356  nancylee@gse.upenn.edu

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

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

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

Optional: Check here if you would prefer that your child’s image NOT be used on the Teaching Apprenticeship Program’s world wide web site.

**ALL PARENTS & GUARDIANS**

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

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

CHILD’S NAME: ___________________________ PARENT/ GUARDIAN’S NAME: ___________________________

DATE: __________ PHONE: __________ ADDRESS: __________________________

PARENT/ GUARDIAN’S SIGNATURE: __________________________________________

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Appendix M: Inclement Weather Policy for Secondary Program

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

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

Summary:

If you're wondering if we have class...
  a) Call 215-898-MELT
  b) Check your email
Appendix N: Student Organizations

GSE Student Organizations

Announcements of events for all GSE student organizations can be found on The Source in the GSE lobby, student lounge bulletin boards, and by email.

The Association of African American Graduate Students in Education (AAAGSE)
AAAGSE is a supportive network at GSE for African American students. AAAGSE's main goal is to create an environment at GSE that enables African American students to utilize their unique gifts and talents fully in their chosen fields. AAAGSE sponsors social events, poetry readings, interest dinners and community service projects. Contact Celine Thopmson at celinet@dolphin.upenn.edu

The Admissions Diversity Council (ADC)
Members of this organization collaborate with the staff of the Office of Admissions to increase the number of students coming to GSE from diverse backgrounds. ADC plans activities, events, and brainstorms ideas for targeting and recruiting prospective students to apply for admission and attend GSE. Please contact admissions@gse.upenn.edu or 215-898-1501 for more information.

APHD - International Student Support Group (ISSG)
The International Student Support Group (ISSG) is committed to providing suggestions, helping pinpoint resources, answering questions, and addressing concerns specific to international students in order to best support international students in the APHD division. The principal goal of ISSG is to support international students so that they may reach their academic and personal goals while at Penn. For more information, contact Zehua Li at zzehuali@yahoo.com.

The Educational Linguistics Forum (ELF)
ELF explores the dynamic relationship between linguistics and education by supporting and promoting student research in the transdisciplinary field of educational linguistics. Please contact Sarah Lipinoga at slipinog@dolphin.upenn.edu or Karl Swinehart at karls2@dolphin.upenn.edu. Also visit http://dolphin.upenn.edu/~pennelf/ELF/contact.html.

Education Policy Discussion Group (EPDG)
EPDG provides a forum for students to share expertise across programs and cohorts as well as stimulates dialogue on a variety of topics related to educational policy. For more information, visit http://dolphin.upenn.edu/~epdg/ or contact Clarisse Haxton at clarisse@dolphin.upenn.edu, David Seidenfeld at davidse@dolphin.upenn.edu, or Rachel Fester at rfester@dolphin.upenn.edu.

Educators as Writers (EAW)
EAW is a student group dedicated to sharing and improving academic writing. This is a group of doctoral students who are committed to creating a forum where writing is explicitly and thoroughly discussed and shared. For more information contact Jessica Kim at kjessica@dolphin.upenn.edu.

Great China Students and Scholars Association (GCSSA)
The organization represents all Chinese and Taiwanese students and scholars at GSE. It aims to provide academic and social resources, strengthen friendships, and promote Chinese and Taiwanese culture at Penn. If interested please contact Qiqi Wang at qi@qiti@dolphin.upenn.edu

GSE Online Journal: Penn GSE Perspectives on Urban Education
Penn GSE Perspectives on Urban Education provides an interactive forum to investigate critical issues in
urban education. It fosters conversations about the complexities of urban education among practitioners, researchers, policymakers and graduate students. It hopes to increase cooperation and understanding among all those concerned about urban education. Contact Rashmi Kumar at rashmik@dolphin.upenn.edu or go to http://www.urbanedjournal.org.

GSE Out-Ed
Out-Ed provides a variety of educational, cultural, and social activities for students interested in gay, lesbian, bisexual, transgender, and queer issues in education. For more information please contact Carl Mackey at mackeyc@dolphin.upenn.edu.

GSE Student Organizations Council (SOC)
The Student Organizations Council consists of volunteers from each of GSE’s 4 divisions. The SOC supports and allocates funds to GSE student organizations. Contact Amy Miller at amymill@dolphin.upenn.edu if you want to get involved for the 2006-2007 academic year.

GSE/Teach for America Urban Teacher Program Student Advisory Council
This council works on behalf of the 227 first and second year Master's and certification students at GSE who are full time teachers in Philadelphia public schools and corps members of Teach for America (TFA). If interested please contact Dina Portnoy at dportnoy@gse.upenn.edu.

The Japanese Student Association (JSA)
JSA is designed to help Japanese students exchange information about issues at GSE, job and career opportunities, and to strengthen friendships between Japanese students. For more information, please contact Asako Yoshino at asako@dolphin.upenn.edu.

Korean Student Association (KSA)
Established to help students interested in Korea to share information related to academe as well as life in Philadelphia and at Penn. They hold regular meetings to discuss current educational issues in Korea and in the States. For more information, contact Soyoung Kwon at kwon@dolphin.upenn.edu.

The Part-Time Student Association
The Part-Time Student Association strives to help part-time students connect through a variety of social events through the year such as happy hours, daytime family excursions, and other activities outside normal working hours. We provide resources to help our fellow part-time access valuable administrative information and requirements. For more information, please contact Jordan Tegtmeyer at jtegtmey@pobox.upenn.edu.

Penn's Higher Education Student Association (PHESA) is committed to providing a forum for the further development of future Higher Education Management Professionals through intellectual, social and professional development events. For more information, contact Natalie Williams at nwill@dolphin.upenn.edu.

Penn Intercultural Communication Student Association (PICSA)
Penn Intercultural Communication Student Association (PICSA) serves as a means for students in the ICC program to network both professionally and socially. Through a series of events, we hope to provide ICC students the opportunity to form bonds in and between cohorts and ascertain the skills and knowledge necessary for success in the program and in future professions. For more information please contact Dawn Gilmore at dgilmore@dolphin.upenn.edu.

Students of Color United (SOCU)
The mission of SOCU is to provide a support network and opportunities (personal, academic, cultural, and professional development) for students of color at PennGSE. For more information, please contact
Maisha Phillips at Maishap@dolphin.upenn.edu or Susan Thomas at susanth@dolphin.upenn.edu.

UPenn TESOL Taiwanese Student Association (UTTSA)
UTTSA provides a forum where students can discuss how to combine TESOL theories with practice, how to improve English skills, and how to manage course work. UTTSA also coordinates networking opportunities with alumni, where current students can learn about their work experiences and the PhD application process. For more information, please contact Jacob Shih at jacob.shih@gmail.com.

White Students Against Racism
The focus of the group will be to examine and confront racism in our society, our schools, GSE, and, most importantly, in ourselves. It will be a space for self examination where we can ask questions, talk about experiences that we are confused about, and share thoughts on readings, books and film clips that provoke discussion. Students of all races are welcome to join this group. The only requirement for joining the group is a willingness to help white people learn more about and fight against racism. For more information, please contact Ali Michael at allisonsibley@yahoo.com

University-Wide Graduate Student Organizations

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

The Graduate and Professional Student Association (GAPSA)
The Graduate and Professional Student Assembly (GAPSA) is the University-wide government for graduate and professional students, interacting regularly with the President, Provost, Board of Trustees, and other University officials. GAPSA is governed by elected representatives from each of Penn's twelve schools and a student executive board. GAPSA also works with the student governments of individual schools and with other specialized student governments at Penn. Click here to see GAPSA's constitution. You can represent the interests of GSE by attending monthly meetings (lunch is provided). Our GSE representatives include Jennifer Johnson jennifmj@dolphin.upenn.edu.

Graduate Inter-School Activities Council (GISAC)
An autonomous committee of GAPSA, GISAC includes ethnic, cultural and sports clubs. Contact: 251 Houston Hall, 215-898-3150.

Black Graduate And Professional Student Association (BGAPSA)
http://dolphin.upenn.edu/~bgapsa/main.html
A federation of African-American graduate students at Penn. Members are drawn from all 12 schools and serve as the main political voice for black students. Contact: 251 Houston Hall 215-898-1495.

Lambda Grads
http://dolphin.upenn.edu/~lgrads/
Provides social, educational and political activities for students from the 12 schools. The group meets every Friday night in Houston Hall. Contact: Lesbian, Gay and Bi-Sexual Alliance, 243 Houston Hall, 215-898-5270.

International Student Organizations

These nationality clubs include the

- The Association of Chinese Students (People's Republic of China),
- The Association of Turkish Students,
- The Chinese Graduate & Professional Student Association (Taiwanese),
• The Graduate Pakistani Student Association,
• The Korean Graduate Student Association,
• The Lebanese Club,
• The Muslim Student Association (Friday prayer 1pm, 245 Houston Hall), and
• The Penn African Student Association.

International students elect a representative to GAPSA each year. For more information contact the Office of International Programs, 133 Bennett Hall, 215-898-4661.