



Spring 2025
Millersville University
Department of Early, Middle and
Elementary Education
PDS INTERN AND MENTOR PACKET

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The Co-Teaching Philosophy

The expectation in this field experience is that you and your mentor teacher will be co-teaching, in that the responsibilities for teaching the class will be shared. As the professional block intern is engaged in completing, over the course of this semester, the pedagogy classes, this support is critical. Co-teaching involves sharing in the most inclusive sense possible. There are a number of ways to think about co-teaching and how this might work in the classroom and within your unique relationship with the mentor teacher.

Many of you will be participating in a two-semester, intensive placement that enables

observer include student participation data, what parts of the activity were clear or confusing, behavioral data, or other data related to student learning and engagement as needed. Post-lesson discussions are the things that make this a co-teaching model and not just one person doing the work.

One Teach, One Assist: One of you will be the leader of the instruction, while the other is a floating assistant. Although this model takes less preparation than other models of co-teaching, the role of the assistant can be a vital one in the classroom. The assisting partner may field individual questions, re-engage students with reminders or prompts to stay on task or perhaps interject as the “devil’s advocate” to explain the lead teacher’s ideas in a way that may reach more students. The key here is that the assistant is purposefully assisting, not merely walking about the classroom. Discussions are the things that make this a co-teaching model and not just one person doing the work.

To support the partnership between the university and the school, the department has assigned faculty liaisons to each school. This faculty member will be a visible presence at your school and will listen and respond to district concerns.

Internship Schedule & Dates

You are required to be in your classroom on **Wednesday, Thursdays, and Fridays** from **January 22 - May 2, 2025**. A primary goal of this fieldwork is for you to successfully teach, at a minimum, a full day with transitions using lessons that you develop.

You are required to follow the teacher's contractual day and to assist your mentor with any room preparations. In addition, you are required to attend all district in-service days with your mentor that fall on scheduled field days. In addition, you are expected to attend any in-service days that fall on already scheduled field days, and are also expected to attend back-to-school nights and any other activities deemed important and appropriate by your mentor during this internship.

Absence Policy:

You are expected to be at your assignment every day. Absences are acceptable only in cases of personal illness or death in the immediate family. In the case of illness or a death in the family, you must contact the school, mentor teacher, university liaison, and driver or riders as early as possible. Be sure to get the phone number of the school and mentor teacher upon beginning your placement. Official documentation should be submitted to your University liaison. Depending upon the circumstance, the missed days may need to be made up. Please see your field liaison (professor) for specifics.

PLEASE NOTE:

In addition to the course-specific requirements described below, all students must complete and successfully pass their field placement evaluation. A failure of the field placement evaluation results in an automatic failure of all ERCH/PDS Professional/Block II courses, regardless of other grades.

All ERCH/PDS Professional Block II courses must be successfully passed simultaneously with this field experience. Due to the academic and field-based connections that link ERCH/PDS Professional/Block II courses to this field experience, if any course is not successfully passed this fieldwork may need to be repeated along with the class(es) to successfully complete the requirements. All course and field requirements must be completed before student teaching.

General Guidelines

Legal Status:

Professional Block interns may not be in a classroom without the presence of a mentor teacher. Field students are not permitted to serve as substitute teachers at any time during their field placement.

No Smoking:

These schools are no smoking schools.

Guidelines for your Field Experience:

The professional block intern is expected to accommodate the schedule of the mentor teacher. If the mentor arrives early and leaves shortly after dismissal, the intern is encouraged to arrive and leave at the same times to allow for cooperative planning and discussions. If the mentor arrives at the appointed time, but remains after school for planning, the intern should make all attempts to accommodate that schedule. The intern is to attend faculty meetings, staff development workshops, and/or parent conferences that take place while in the assigned placement.

School Policies:

The intern should follow the local school district rules and regulations and the school's policies as they apply to regularly employed staff. The specific dress code policy, however, as outlined below, should be followed.

Corporal Punishment:

The professional block intern should not administer corporal punishment to students under any circumstances.

Professionalism:

Apparel:

Dress professionally.

Dress Code Policy:

1. Follow district policy regarding facial pierces
2. No tongue piercing
3. No spandex or denim
4. Tuck in all shirts
5. Follow district policy regarding all body tattoos
6. No opened toed shoes
7. Short, professional nails
8. Dress for the profession of TEACHING!

6. Earn a satisfactory report from the cooperating teacher and your liaison (Lesson Observation and Final Evaluation). The last day for your field work is **Friday, May 2, 2025**.

Evaluation forms are due the day of your debriefing seminar (or at the time/ in the way pre-arranged by your field liaison). This form must be completed and turned in on time for you to receive credit for this placement.

Scaffolded Experiences Timetable

During this experience, the mentor teacher and professional block intern work together as the intern gradually takes on more complex instructional responsibilities. Our accreditation process requires that the mentor observe the professional block intern on at least one occasion, and complete the lesson observation form provided. This would take place during the final weeks of the experience when the professional block intern is participating daily. If the intern has the responsibility for various content areas, it would be beneficial for a lesson to be observed, using the structured lesson observation form, for various content areas. Also for accreditation purposes, at the conclusion of the experience, the mentor will complete a final evaluation form.

This timetable is a suggested outline for your integration into classroom activity. Depending on your individual needs, the timetable can be modified and adjusted. If you could benefit from more (or less) time on a specific phase, your mentor will use his/her professional judgment and alter the timetable accordingly.

Recommended Time Period	Intern Role	Mentor Signature & Date of Task Completion
Weeks 1 - 2	Observing and data gathering: During this phase, interns will observe classroom activities and gather data on classroom and school environment (technology access, rules, student names, curriculum overview, etc.). Co-teaching can begin this early based on the mentor's confidence in the intern.	
Weeks 3 - 4	Interacting with students: During this phase, interns will work with small groups of students, tutoring students, facilitating class activities, etc. Co-teaching should be attempted by this point.	
Weeks 5 - 7	Assisting with lessons: During this phase, interns can be used to	

Weeks 12 – 15	Planning class activities: During this phase, interns will work from intern-prepared materials and communicate content through individual and co-teaching methods.	
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Required Reflections

You are required to reflect on your observations, focused inquiries, and the activities described on the previous page. Reflections must be typed and maintained in a binder that is kept within the classroom and is available to the University liaison, and should be focused on the following programmatic components as assigned below:

Following Week 2:

Establishment of classroom routines and getting to know students

Following Week 4:

School-wide efforts and policies that foster health, wellness, and safety; guidance and available support services

Following Week 6:

Organizational structures that support meaningful relationships and learning

Following Week 8:

Multiple learning and teaching approaches that respond to student diversity

Following Week 10:

Assessment and evaluation programs that promote quality learning

Following the Week 12:

Curriculum that is relevant, challenging, integrative and exploratory

Following the Week 14:

This reflection should focus on the following prompts:

- 1) What specific content did you teach? What teaching strategies did you use?
- 2) What specific content did your mentor teach? What teaching strategies did s/he use?
- 3) What behavior management techniques has your mentor used?
- 4) What behavior management techniques have you used?
- 5) Provide an overall description of your placement. Describe what is going well and what you would change if it were possible.

Following the Week 16:

This reflection should focus on the following prompts:

- ~ What practices have you observed during your placement that align with your current thinking? (e.g., practices you learned about in your coursework that you are seeing in the field)
- ° ~ Based on your placement, what are you wondering about?
- “ ~ Do you have a different angle on anything you have observed during your placement? (e.g., something you would do differently) Talk with your cooperating teacher(s) about strategies they use to minimize disruptions. Do they have any tricks to keep the students focused on learning?

Field Experience Checklist

Directions: Get a signature/initials from a school district staff member acknowledging your participation/ completion and date on space provided. If you are unable to meet any of the following requirements due to schedule/course conflicts or because the tasks are unlikely to occur naturally in your school, please have your mentor indicate that and sign as a means of exemption.

Assessment:

Complete the following:

Print/Read the district report card for your field placement _____

Administer and grade a test/quiz _____

Examine a class set of test results to assess trends in student learning

Create, enact, and assess 5 formative assessments _____

Interacting with the School Community:

Complete the following:

Read a copy of school calendar and handbook and review policies and procedures for classroom discipline, school-wide discipline policies (i.e. in-school suspension) internet use, bullying

Identify the school's child abuse reporting policy _____

Learn the district dress code _____

Learn the district's social media policy _____

Attend the following:

After school function
(play, sporting event, etc.) _____

Faculty meeting _____

Dear Parent/Guardian:

As a teacher candidate working with your child this year, I will be periodically video recording my teaching. I will only be sharing these videos with my hosting teacher and my university faculty supervisor so that I can obtain their feedback. In the course of taping, with your permission, your child may appear on the video recordings. If you choose not to give your permission, then your child will still participate in the classroom instruction as usual. S/He will just be kept out of camera range.

I will only upload video files to secure, password-protected platforms approved by Millersville University. The recordings will not appear on the Internet or in other public settings. These files will only be viewed by school district and university personnel to assess and support my development as a teacher. All files will be deleted at the end of the semester.

Sincerely,

(Teacher Candidate Signature)

VIDEO PERMISSION FORM

Student Name: _____

School/Teacher: _____

I am the parent/legal guardian of the child named above. I have received and read the provided information regarding the video recordings of instruction, and I agree to the following:

I DO give permission to include my child's image on video recordings as he or she participates in a class conducted at _____ by
(Name of School)

(Teacher's Name)

I DO NOT give permission to video record my child as she or he participates in class activities.

(Signature of Parent or Guardian)

(Date)

