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PURPOSE OF THE HANDBOOK

The teaching clinical experience is one of the most challenging and exciting parts of the Department of Instruction and Learning teacher preparation programs. It provides opportunities for direct involvement in the education of children and youth. It also requires candidates to function concurrently as students of teaching and teachers of students.

This handbook is designed to provide important information regarding policies and procedures as well as guidance related to the roles and responsibilities of candidates, mentors, and field supervisors.

Please read the contents of this handbook carefully. This is one of the many channels of communication that we maintain in order to create an enjoyable and productive teaching clinical experience. All questions, comments, concerns, issues can be communicated to the University of Pittsburgh via:

Kevin Dietrick
Clinical Placement Coordinator
University of Pittsburgh
(412) 648-7332
kmtd133@pitt.edu
Teacher Preparation programs at the University of Pittsburgh are housed in the Department of Instruction and Learning (DIL) and have been approved by the Pennsylvania Department of Education (PDE). Students who successfully complete a teacher preparation program and demonstrate satisfactory performance on the associated certification exam (Praxis II, PECT, etc.) and the Pennsylvania Statewide Evaluation Form (PDE 430) are eligible for the Pennsylvania Instructional I teaching certificate.

**BACKGROUND AND TUBERCULIN TESTS**

In order to obtain a clinical placement, candidates must:

1) Obtain a negative tuberculin test. Upload documentation in Taskstream.

**TUBERCULIN TEST**

Before the start of the clinical experience, the candidate must receive a negative reading on a tuberculin test. The test can be taken at Pitt’s Student Health Services (Wellness Center, Nordenberg Hall, 119 University Place), at a physician’s office, or walk-in clinic (fees may vary but most average around $30 for the test).

In the event of a positive skin test, a chest x-ray or blood test must be performed, interpreted, and documented by a physician to confirm the absence of tuberculosis.

Copies of the test results should be uploaded to Taskstream and given to the principal and/or nurse at the cooperating school. The candidate should also keep a copy of the test results. The tuberculin test is usually valid for 2 years although some school districts may require more frequent testing.

2) Complete criminal history background checks. Upload results in Taskstream.

   a. Federal Criminal History Record
   b. Pennsylvania Criminal History Report – PA Act 34
   c. Child Abuse Clearance – PA Act 33/151
   d. Arrest/Conviction Report and Certification Form—PA Act 24/82
   e. Allegheny County Mandated Reporter Form
   f. Protecting Children from Abuse Online Course Certificate
   g. Any additional checks or paperwork requested by the host district
According to the Pennsylvania Department of Education, all pre-service teachers [observation students, practicum students, student teachers, candidates, etc.] are required to comply with established regulations documented in the Public School Code. All individuals who are entering into a school site to work with students or teachers must obtain the required criminal and child abuse clearances PRIOR to beginning the clinical experience. These clearances MUST be uploaded to Taskstream by the deadline and must be presented to the school site upon initial visit.

_The regulation reads:_

ALL student teachers (participating in classroom teaching, internships, clinical or field experiences) and prospective employees (including but not limited to administrators, teachers, substitutes, janitors, cafeteria workers, office employees) of public and private schools, IUs, and area vocational-technical schools, including independent contractors and their employees and bus drivers, who have direct contact with children, must provide to their employer a copy of their Pennsylvania State Criminal History Background Check and their Federal Criminal History Record that cannot be more than one (1) year old.

_**NOTE:** this regulation also applies to University Supervisors working with pre-service teachers and to researchers who are working in classrooms with teachers and students._

**FEDERAL CRIMINAL HISTORY RECORD**

1) The applicant should register at www.pa.cogentid.com or (888-439-2486), prior to going to the fingerprinting center. Payment is made at time of registration via credit or debit card, money order, or cashier’s check. No cash or personal checks are accepted.

2) The applicant then reports to an approved Fingerprint Center. You must bring State or Federal Photo identification to the site with you. Applicants will not be processed if they cannot provide an acceptable photo ID.

3) The fingerprints are scanned and transmitted to the FBI for processing; the entire fingerprint capture process takes approximately 10 minutes.

4) The applicant will be provided with a document that confirms submission. A copy of this document should be uploaded into Taskstream and a copy should be given to the clinical experience site.

5) A copy of the final report will be sent in the mail, usually within 8 weeks. Candidates should keep this copy in their files, but are not required to submit it to DIL or the school site. (The submission of the confirmation document enables both DIL and the school site to access the report electronically).
CRIMINAL HISTORY REPORT – PA ACT 34

All school districts require that candidates have a clear criminal history check (Act 34) prior to the clinical experience.

Candidates should log into the state PATCH site: https://epatch.state.pa.us/ and complete the record check process. The fee is payable by credit card.

The PATCH system will produce a report instantly – candidates should print this report and upload it to Taskstream and give a copy to their clinical site.

CHILD ABUSE CLEARANCE - ACT 33/151

All school districts require candidates to obtain Child Abuse Clearance (Act 33/151) prior to the clinical experience.

Candidates should log onto https://www.compass.state.pa.us/CWIS Create an account to submit your clearance application. The fee is payable by credit card.

A copy of this clearance must be uploaded to Taskstream and a copy given to the clinical experience site. It is the candidate's responsibility to be certain the district receives a copy of the clearance prior to the start of school.

ARREST/CONVICTION REPORT AND CERTIFICATION FORM

Please read this document (Appendix B), complete and sign. Upload the completed form into Taskstream.

ALLEGHENY COUNTY MANDATED REPORTER LAW

Log on to: http://www.alleghenycounty.us/dhs/mandated-reporter.aspx

Read the law, sign the form (Appendix B). Upload a signed copy into Taskstream.

PITT CHILD ABUSE RECOGNITION AND REPORTING ONLINE

Access the course by following the directions in Appendix B. Once you have successfully completed the course, print your certificate and upload into Taskstream.
IMPORTANT NOTES: EXPECTATIONS RELATED TO CRIMINAL BACKGROUND CHECKS

School districts require that criminal history checks be current – this means that they must have been obtained no later than one year prior to the last day of the clinical experience. All incoming candidates must obtain new clearances during the summer prior to enrollment. Clearances are to be uploaded into Taskstream.

If any of the clearances show an arrest, conviction or other irregularity, the candidate must immediately bring this to the attention of the Clinical Placement Coordinator (Kevin Dietrick, kmd133@pitt.edu). It is also the teacher candidate’s responsibility to inform the Clinical Placement Coordinator if their employment was ever terminated due to child endangerment.

School districts have wide latitude in determining who will be allowed on site. As such, any background check irregularities will be brought to the proposed placement site’s attention. The district will, at that time, make a determination as to whether or not they will accept a candidate for placement.

In the event that a proposed district will not accept a candidate because of a criminal history check issue, the university will determine next steps on a case-by-case basis.

The School of Education does not guarantee placement for students who have criminal records.

INTERNSHIP AND STUDENT TEACHING EXPERIENCE

The student teaching and internship experiences at the University of Pittsburgh are classroom-based clinical experiences that are designed to provide the candidates with a comprehensive view of the work of a teacher. The experience not only allows candidates to work through a curriculum for an extended period of time but it allows them to critically examine how students work with and through that curriculum over the course of an academic year. Candidates are afforded the opportunity to engage with the learning community and culture that exists within the classroom, the school, and the wider-social community in authentic, meaningful ways.

Despite the richness of the University of Pittsburgh clinical experiences, it must be understood that candidates are also at the beginning of their training in education and pedagogy. Even though the candidate is a content expert in the area of instruction, it should not be assumed that the candidate is ready to take the role of the teacher at this time. The candidate still requires the direction and guidance of faculty, the assigned mentor, the university supervisor, and other support providers to help him/her understand how to develop and implement effective instruction and professionalism.
Guidelines for Clinical Placement Assignments

The learning experience within a specific K-12 school context ("clinical placement") is a crucial component to any teacher preparation program. In the Department of Instruction and Learning, we take seriously our obligation to provide field placements in which teacher candidates can –

- Observe “best practices” implemented by a more experienced teacher.

- Fully engage in the professional work of teaching, including planning, implementing, and reflecting on instruction, interacting with parents, and collaborating with other educational professionals.

- Further explore and apply instructional approaches learned during teacher preparation coursework at Pitt.

These are the characteristics of a “high quality” field placement. Ensuring high quality placements for all of our candidates is our first priority when making field assignments.

When assigning teacher candidates to particular field placements, we consider a number of factors. In order of importance, these are -

1. Availability of high quality placements – contexts where experienced and effective mentor teachers are able to support teacher candidates. We give preference to placements with mentor teachers with whom we have worked successfully in the past and to placements in collaborative school sites that support cohorts of teacher candidates.

2. Accessibility for field supervisors. Our field supervisors play an important role in helping teacher candidates to make connections between what they learn at Pitt and what they practice in the classroom. Their support, guidance, and feedback are a key component to teachers’ learning throughout the program.

3. General geographic preference of the teacher candidate. We do our best to accommodate requests of teacher candidates, understanding that transportation issues are of concern.

Please note that –

- We do NOT honor requests for specific schools or districts. We consider general geographic preferences only.
• We do NOT honor requests for placements with specific teachers or mentors. The research on this point is clear – teacher candidates are more successful when they work with professional mentors with whom they do not have prior personal relationships.

• We do NOT place candidates in a K-12 school or district from which those candidates graduated or to which the candidate has significant ties (relatives or friends working in the district, children in the district, etc.). The exceptions to this policy are: (1) We will place students in Pittsburgh Public Schools even if they are graduates of the district. PPS is sufficiently large that it is possible for us to place candidates in schools other than those they personally attended or have connections to. (2) If the only high quality placement available for a candidate is in a school district from which he/she graduated, we will consider placing the candidate there.

REQUIRED ELEMENTS OF THE CLINICAL EXPERIENCE

While the characteristics of placement sites vary from school to school, there are general elements to be included in every clinical experience. Each University of Pittsburgh Teacher Preparation program has its own phase-in and related guidelines, which can be accessed at http://app.education.pitt.edu/teacherprep/. These guidelines are general recommendations and the university realizes that a candidate may progress through the competencies outlined at either a slightly faster or slower pace, depending on the unique needs of the candidate and the characteristics of the school site.

If a placement site intends to use the candidate in unique or unconventional ways or proposes to use a model distinctly different from that in the phase-in guideline, THE DISTRICT IS EXPECTED TO CLARIFY, IN WRITING, THE ELEMENTS OF THE CLINICAL EXPERIENCE WHICH ARE UNIQUE.

These should also be negotiated with and approved by the Clinical Placement Coordinator (who is in communication with Program Coordinators and faculty) at the University of Pittsburgh so all vested participants are clear that the expectations are reasonable, realistic, and contribute to the learning of the students of the school district and the candidates from the University of Pittsburgh.
EARLY EXPERIENCES AT PITT

During the early weeks of the candidates’ program, they participate in university-based courses, seminars, and workshops. These early experiences provide opportunities to study theories and methods of instruction in the specialty area.

In the clinical site, candidates will be asked to document early field experiences, as outlined by the Pennsylvania Department of Education. University supervisors will facilitate the documentation of these experiences and will communicate the deadlines for submitting documentation (usually mid to late fall term but varying by program).

DISTRICT-SPONSORED ORIENTATION AND PROFESSIONAL DEVELOPMENT

Prior to the start of the school year, the candidate may be invited to participate in district-sponsored programs for beginning teachers. These programs are designed to familiarize the candidate with the community, school, and classroom in which they will work. Candidates may also be invited to participate in other school-based induction and staff development programs sponsored by the district throughout the school year with the understanding that their participation may be limited or hindered due to their course schedule at the University of Pittsburgh.

ORIENTATION

The candidate is new to the school and new to the teaching profession. It is critical that the initial experiences at the school provide opportunities for observation and professional socialization under the close supervision of the mentor. During the early weeks of the fall semester, the candidate should observe the mentor teaching all assigned classes and performing all aspects of the mentor teacher’s responsibilities. The candidate should also be scheduled to observe other teachers and become familiar with the wide range of teaching styles used at the school site.

As the candidate is unfamiliar with the school site and the school’s faculty, the mentor teacher’s assistance in facilitating these observations by making contact with other faculty members for the candidate to observe is greatly appreciated. In addition, the candidate should get acquainted with administrators, students, and support staff; learn how the curriculum is organized by grade level and subject field; study the methods used to assess student progress and achievement; identify the kinds of resources (e.g., equipment, facilities, materials) available to support instruction and learning; and take special note of the ways in which teachers work—individually and cooperatively—to improve the total educational process. Some examples of appropriate activities for candidates during this period of orientation are as follows:

- Tour the school and community. Read the school handbook. Become familiar with general policies and procedures governing the professional conduct of teachers.
- Learn the routines for carrying out duties and supervisory assignments.
- Make seating charts. Learn the names of students.
• Observe methods used by the mentor to create and maintain a supportive, encouraging, attractive, and safe environment

• Study the students. Get to know their abilities, needs, and special talents.

• Observe how the mentor and other teachers create a community of learners and manage the classroom.

• Observe how the mentor and other teachers carry out instructional duties in academic classes (e.g., develops rapport with students, introduces new material, gives directions, asks questions, guides individual and group practice, uses instructional materials and audiovisual aids, evaluates student progress, offers feedback, accommodates individual differences, reflects upon his/her own teaching, etc.).

BEGINNING INSTRUCTIONAL AND MANAGERIAL DUTIES

During the orientation period, or shortly thereafter, the candidate should be assigned to assist the mentor with selected instructional and managerial activities. Some examples of such activities include:

<table>
<thead>
<tr>
<th>Management Tasks</th>
<th>Individualized – Instruction</th>
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</thead>
<tbody>
<tr>
<td>Episodic Teaching</td>
<td>Small Group – Instruction</td>
</tr>
<tr>
<td>Preparing and duplicating materials</td>
<td>Grading papers and tests</td>
</tr>
<tr>
<td>Checking homework</td>
<td>Setting up equipment</td>
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<tr>
<td>Taking attendance</td>
<td>Designing bulletin boards</td>
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<tr>
<td>Proctoring tests</td>
<td>Establishing learning centers</td>
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<tr>
<td>Leading a discussion</td>
<td>Supervising a reading group</td>
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<tr>
<td>Working with advanced students</td>
<td>Monitoring small group activities</td>
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<tr>
<td>Helping students complete missed assignments</td>
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<tr>
<td>Tutoring students to assist with comprehension of content</td>
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<tr>
<td>Listening to students read a story</td>
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<tr>
<td>Providing remediation or enrichment to a small group of students</td>
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<tr>
<td>Planning 10-15 minute focused teaching episodes or mini-lessons</td>
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<tr>
<td>Reviewing plans and materials with the mentor</td>
<td></td>
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<tr>
<td>Participating in feedback conferences with the mentor</td>
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</tr>
</tbody>
</table>
ASSUMING TEACHING RESPONSIBILITIES

Though each program has provided phase-in guidelines, it must be stressed that the timeline for and degree to which candidates assume teaching responsibilities is truly an individual process and must be made jointly with input from the candidate, the mentor, and the university supervisor. As candidates assume responsibility for teaching, they should have continual support, input, and feedback from the mentor teacher. This is essential for the growth of the candidate and the most effective instruction of the students.

The mentor is expected to make frequent observations and participate in scheduled feedback conferences with the candidate. Supervisors from the university will also observe and confer with candidates regularly throughout the year.

GOALS OF THE CLINICAL EXPERIENCE

1) To provide the candidate with an intensive field-based clinical experience that develops the knowledge, skills, and dispositions required for a career in teaching.

2) To introduce the candidate to the auxiliary services of the school and community and explain how these services support the total education process.

3) To provide the candidate with opportunities to observe and assist experienced master teachers.

4) To provide the candidate with experiences in planning instructional activities, designing curriculum materials, practicing appropriate styles of teaching, experimenting with advanced technology, and evaluating learners' progress and achievement.

5) To provide the candidate with opportunities to engage in reflective self-analysis of their own teaching performance, as well as to use constructive feedback from others to refine their teaching skills.

6) To involve the candidate in the academic and extracurricular activities of the school.

7) To encourage the candidate to draw upon theories of instruction and learning covered in graduate theory/methods courses in order to solve practical problems.

8) To sequentially provide the candidate with increasingly comprehensive and complex experiences in classroom instruction.

9) To permit the candidate to demonstrate pedagogical performance skills which warrant recommendation for a teaching certificate in his/her specialty area.
TEACHING COMPETENCIES AND GOALS OF THE SITE

The primary mission of Pitt's Teacher Education Programs is to prepare exemplary teachers for tomorrow’s schools. To accomplish this mission, we have designed our programs so that teacher candidates will possess the following general attributes and competencies before they are endorsed for certification.

1) A sound general liberal arts background in the humanities, natural sciences and social sciences.

2) In-depth knowledge and skills in the academic discipline(s) associated with their intended teaching field.

3) A strong commitment to students and their learning.

4) Knowledge of individual, social, and cultural differences among learners and how these differences affect instruction and learning.

5) The knowledge of and professional performance skills in classroom management, including the ability to provide supportive learning environments.

6) The knowledge of and professional performance skills in appropriate procedures for student evaluation.

7) The knowledge and skills to integrate technology into teaching.

8) The knowledge and skills to link state, local and national standards to curriculum and instruction.

9) A firm grasp of content and pedagogy with the ability to design effective instruction for students including the knowledge to manage and implement lessons that contain such features as:
   - Big Ideas/Learning Goals/Objectives
   - Engaging Students in Instruction/Anticipatory/Motivational Sets
   - Multiple modes of instruction
   - Multiple modes of assessment
   - High Cognitive Tasks and Activities
   - Closure/Step Back
   - Follow up
   - Differentiated Instruction for Students with Disabilities

10) The personal qualities (e.g. communication skills, flexibility, self-confidence, initiative, etc.) and the attitudes, skills, and dispositions required for being a reflective, collaborative teacher and a self-directed, career-long learner.
Productive Problem Solving

We recognize that teacher candidates will face a variety of challenges in their clinical placement sites, as well as within their courses here at the University of Pittsburgh. For their part, we expect teacher candidates to engage in productive problem solving in order to address these challenges. Two important aspects of productive problem solving are the following:

Productive Mindset

When we encounter any challenge, we have choices about how to respond – but often we don’t recognize those choices. In fact, most of the time, challenges provoke strong emotional responses. And the emotional responses, whether we are aware of them or not, overwhelm our ability to think creatively about the variety of ways in which we might address an issue or overcome a problem.

This becomes particularly problematic when we encounter situations in which we feel fear, a common occurrence for teachers-in-training. For example –

One of the students in a teacher candidate’s class is almost always disengaged with the instructional activities. He frequently texts on his cell phone during class (even though this is explicitly against school policy) or simply puts his head down and sleeps. When the teacher candidate attempts to include him in the day’s activities, the student ignores her altogether or simply stares but does not respond.

In this type of situation, the teacher candidate often feels fear – fear that confronting the challenging student will provoke an embarrassing confrontation, fear that her mentor teacher or field supervisor will think she is not doing a good job because she can’t get this student to participate, fear that she is “failing” or that maybe she isn’t going to be a good teacher after all.

The most common response to a situation like this is for the teacher candidate to seek to explain or justify the behavior in a way that preserves her own sense of self-worth. So for example, the teacher candidate might tell herself that the mentor teacher has not done an adequate job of setting expectations or enforcing them, so this student’s behavior is not something that can be effectively addressed. Or the teacher candidate might reason that the student is lazy and really has no desire to learn. Both of these rationales remove responsibility for addressing the challenging situation from the teacher candidate – and place “blame” onto someone else.
This is just one example, but it serves to illustrate a pattern – when we feel threatened (e.g. when situations challenge our sense of being capable and competent), we experience fear. When we experience fear, we respond by attempting to protect ourselves. Locating responsibility for problems outside of ourselves is a protective strategy. It’s also highly unproductive.

A productive mindset for problem-solving is one where the individuals involved exercise non-judgment, assume positive intent, and strive for compassion. Let’s revisit our example to see how these mindsets might change the way a teacher candidate responds to this challenging student:
Rather than thinking that the student is “lazy” or “likes to break the rules,” the teacher candidate simply notices the behavior without judging it. She notices that the student rarely engages in learning activities and frequently uses his cell phone during class.

The teacher candidate chooses to look at the situation by assuming that the student’s behavior is not a deliberate attempt to anger her, make her appear incompetent, or cause her to feel badly. Instead, she assumes that the student is acting in ways that enable him to avoid feeling badly. He is protecting himself.

By intentionally viewing the situation in this way, the teacher candidate can come to feel some compassion for the student. She can feel more empowered to explore different strategies in order to address the problem because she feels less fearful and threatened by it.

Utilizing Support

The second aspect of productive problem solving is utilizing available resources and support. We expect that teacher candidates will consult with their mentor teachers, field supervisors, and Pitt faculty when they encounter issues or struggles in their classrooms. Teacher candidates are also encouraged to share concerns with and seek advice from Kevin Dietrick, Clinical Placement Coordinator, and/or Dr. Sheila Conway or Dr. Michelle Sobolak, Co-Directors of Teacher Education.

Teacher candidates should expect that mentors, field supervisors, and Pitt faculty/staff will also exercise non-judgment, assume positive intent, and strive for compassion during the problem-solving process.

The goal should be to come to a clear understanding of the issue/s, including developing capacity to interpret events or concerns from various points of view, and to devise a plan of action that will resolve the problem. Teacher candidates should not expect that their field supervisor or mentor or anyone else will “solve the problem” for them. Instead, teacher candidates should expect to receive advice and support as they deepen their own capacity to be patient, resilient problem-solvers.
We support students who are experiencing difficulties in a variety of ways: increased observations, work plans with clear expectations for candidate improvement, and increased communication between the university and the school site.

**REMOVAL FROM A CLINICAL SITE**

Occasionally, a candidate may be removed from a school site. This request, when made by the mentor teacher or another representative of the clinical site, will be honored immediately, regardless of the reason given.

The university supervisor, the candidate, the Clinical Placement Coordinator, the Director of Teacher Education or the departmental faculty may also make requests for a candidate’s removal from a clinical site. If such a request is made by a University representative, it should be after a reasonable attempt at addressing the issue(s) at hand (with increased observations, work plans with clear expectations for candidate improvement, and increased communication between the university and the school site when possible).

If a teacher education candidate is removed from their site for any reason, he/she is not to contact any site personnel (mentor teacher, principal, etc.) for any reason following notification of removal. University faculty or staff will obtain the candidate’s personal belongings that remain at the site after removal and will return any district items that remain with the candidate.

The University of Pittsburgh reserves the right to decline re-placement to a candidate who has been removed from his or her placement site. In such circumstances, a candidate would be unable to complete the requirements for teacher certification at the University of Pittsburgh, which may also negatively impact the candidate’s ability to complete his or her degree program.

Any teacher candidate who is removed from a clinical site will not be permitted to register for any further university coursework requiring field experience.

**EVALUATION AND GRADING**

Officially, candidates are evaluated in two ways. The first evaluation consists of one official standard evaluation of the candidate during each term in the clinical site. These evaluations correspond with the official University grading periods (i.e., end of Fall term, Spring term, and Summer I session).

The University grade option used for the clinical experiences include: Honors (H), Satisfactory (S), or Unsatisfactory (U). Evaluation forms will be provided by the Department of Instruction & Learning. Mentors and supervisors may also use other evaluation instruments to supplement the information gathered with the standard forms. In addition to the official evaluations, candidates are evaluated mid-term in each full semester they are
in a clinical site.

The preparation and sharing of the standard evaluation form is left to the discretion of the parties involved. However, it is recommended that this be a cooperative venture and that the candidate has the opportunity to offer comments and reactions about the written evaluation.

All evaluation forms will be coordinated by the university supervisor. Once completed and signed, the forms will be uploaded into Taskstream by the candidate. The final evaluation form becomes part of the student's permanent record. Copies of all evaluation forms must be signed by the mentor, the university supervisor, and the candidate. Signature does not mean agreement—any of the parties may attach a note of explanation if they do not agree with the rating or evaluation.

The second form of official evaluation that candidates must be evaluated on is the Pennsylvania Statewide Evaluation form for Student Professional Knowledge and Practice (PDE 430). Each student will be provided training related to completing the PDE 430. All candidates are required to collect evidence during the clinical experience to verify that they have demonstrated competencies in the four domains that are included in the PDE 430 Evaluation. These domains or categories include: Planning and Preparation, Instructional Delivery, Classroom Environment, and Professionalism. Though the mentor and supervisor should assist the candidate in suggesting and selecting artifacts for inclusion as evidence, it is the responsibility of the candidate to develop the portfolio and the supervisor to assess the portfolio. Throughout the course of the clinical experience, support will be provided to explain and support candidates' work for the PDE 430.

**PDE 430**

This evaluation instrument was developed by the Pennsylvania Department of Education as a performance based assessment to evaluate a teacher candidate's proficiency and skills in the areas of planning and preparation, classroom environment, instructional delivery, and professionalism. Candidates create a portfolio that will have both Formative and Summative assessments. A score of 4 with a minimum of 1 point in each domain is required to be recommended for certification. The PDE 430 is:

- Evidence Based
- Reflective

A passing score on the PDE 430 does not guarantee certification. Passing grades/scores must be obtained in all other required components in addition to the PDE 430 for the University to recommend a candidate for certification.
GRADE OPTION

Although the mentor plays a vital role in the evaluation process, the official grades for clinical experience are assigned by the university supervisor. The Clinical Placement Coordinator and/or the Program Coordinator are authorized to resolve grade-related conflicts that may arise among the candidate, mentor, and university supervisor.

Courses taken under the H/S/U option carry credit toward graduation and certification but are not used in computing the quality point average.

Students' practicum, student teaching and/or internship grades are based on multiple factors: related coursework (the practicum and seminar classes), work in the field placement, professionalism in the placement and in dealings with supervisors and mentors, and complete and on-time work on all mandated certification requirements (such as the Early Field Competencies and PDE 430). A student can only earn a grade of H in the practicum, student teaching or internship if a grade of H in ALL the categories above is earned. A student who misses any deadlines for mandated certification requirements cannot earn a grade of H for practicum, student teaching or internship credits. Additionally, a student can only receive a grade of S in the practicum, student teaching or internship if ALL requirements above are satisfactorily completed. Students who don’t complete ALL the requirements above will earn a grade of U and will be in danger of academic probation, removal from placement and/or a delay in certification.

Grades of G, I or W may also be given in special cases. The G grade is given when clinical experience teaching assignments are unfinished due to extenuating circumstances, such as serious illness or injury. With a G grade the work must be completed within a year of the issuance of the grade. The I grade is given for incomplete work and is used rarely in cases that warrant special attention.

There is no time frame to complete work associated with an I grade, however, if a substantial length of time passes between course work and completion of clinical experience, the Program Coordinator may require additional courses. Grades of G and I grades are only used for extreme hardship cases, not in cases of clear incompetence or lack of effort.

It should be noted that G, I and W grades may negatively impact a candidate’s ability to receive financial assistance. Conditions for financial aid eligibility usually require students to complete a specified number of credits each year and maintain a specified grade point average (GPA: credits counting toward the degree). Questions about the effect of unsatisfactory academic standing on financial aid should be directed to the Office of Admissions and Financial Aid in Alumni Hall at 412-624-7488.

GPA REQUIREMENT

All students enrolled for teacher education study are required to maintain a grade point average
(GPA) of at least 3.00. The cumulative GPA is based on all course work taken after enrollment for teacher education study. A student is automatically placed on academic probation when the cumulative GPA, exclusive of transfer credits, falls below 3.00. No student on academic probation is permitted to participate in student teaching, a teaching internship, or an advanced teaching practicum. Although the credits allowed for acceptable work completed elsewhere by transfer count toward the total number of credits required for teacher education study, the grades earned in such courses are not included in GPA computations.

**UNSATISFACTORY RATING**

There is a procedure for candidates who are in danger of receiving an unsatisfactory rating at any time during the course of the clinical experience. This warning system features a written report detailing unsatisfactory areas of the candidate experience and will be made known to the candidate by the university supervisor and the mentor teacher. The Clinical Placement Coordinator and/or a Co-Director of Teacher Education will be asked to participate.

The university supervisor and the mentor teacher, in conjunction with the candidate, will set a reasonable time line for improvement of these problem areas with a clear work plan and expectations. The Program Coordinator will inform the student's faculty about the unsatisfactory report and the recommended plan for improvement.

If, at the end of the established time period, the student has not made satisfactory progress in the problem areas, the matter will be turned over to the program coordinator in the specialty area in which the student is enrolled. The program coordinator, Co-Director of Teacher Education and Clinical Placement Coordinator will determine whether the student will be permitted to continue in the candidate experience and the candidate will be counseled regarding further options. If a "U" is issued to an Intern or Student Teacher, the ability to be certified will be revoked by the Pennsylvania Department of Education.

The determination of final letter grades for the clinical experience is the joint responsibility of the mentor and supervisor. However, the university is ultimately responsible for assigning grades and recommending if the University of Pittsburgh should endorse applications for certification. Students who receive unsatisfactory (U) or incomplete (G or I) grades will be required to repeat all or part of the clinical experience. In some cases, the University faculty, the Clinical Placement Coordinator and/or school district may not approve a repeated clinical experience and may, instead, recommend that the student be dropped from the program. Input from mentors/clinical instructors and a supervisor is routinely sought whenever a candidate's status in the program is in jeopardy.

If a clinical experience needs to be extended or repeated due to a U, I or G grade, the following guidelines will govern the registration of credits in subsequent terms:

- If a U, I or G grade was earned for any reason other than medical, the student will register for full-time clinical experience credits in the term in which he/she plans to
If a G grade was earned due to a documented medical issue, the student will register for 1 clinical experience credit + fees for the term in which he/she plans to student teach, unless a sufficient amount of time has passed in which case the candidate will need to register for full-time clinical experience credits.

The program coordinator will set the time limit for completing I or G grade coursework in writing. This is not to exceed one year but may be limited to one or two semesters.

The following steps will be implemented to support students in danger of earning a U grade:

- The candidate has been notified of the areas of concern/weakness, in writing (copy to Clinical Placement Coordinator/Program Coordinator or Co-Director of Teacher Education)

- A work plan has been written that clearly communicates expectations and specific steps the candidate can take to remediate deficiencies (copy to Clinical Placement Coordinator/Program Coordinator or Co-Director of Teacher Education)

- A time line has been established that allows the candidate a reasonable amount of time to work on the deficiencies/concerns/weaknesses. This may require the candidate to register for additional clinical experience hours in a later term (copy to Clinical Placement Coordinator/Program Coordinator or Co-Director of Teacher Education)

- An intensive schedule of observation, feedback, and support should be delineated for the supervisor and mentor to conduct to assist the candidate in meeting expectations

**NOTE:** at any stage in this process the Clinical Placement Coordinator and/or Program Coordinator and/or Co-Director of Teacher Education can be asked to intervene (developing a work plan, timeline, providing observation/feedback, etc.).

- **NOTE:** if a student is removed from a school site, depending on the circumstances for removal, a U grade may be assigned.

- Only after all of the above should a meeting between the candidate, mentor, supervisor, and Clinical Placement Coordinator/Program Coordinator/Co-Director of Teacher Ed. should be set to issue an Unsatisfactory grade.

*The W grade is given when a student officially resigns or withdraws from the Program.*

*If a candidate goes onto academic probation, he or she will not be allowed to continue in his or her clinical experience and will be required to meet with the Director of Teacher Education to discuss options for continuing in the program, if it is a possibility.*

**GRADE DISPUTES**
Occasionally, a university supervisor, mentor, or candidate may disagree regarding a candidate's grade or evaluation of performance. When this occurs the following steps are advised:

- All parties are asked to document their perceptions of the candidate's performance and their expectations for that student.
- A work plan should be developed with input from the supervisor, mentor, candidate, and Clinical Placement Coordinator (if needed) that delineates clear expectations and how the candidate will demonstrate his work and growth in meeting those expectations.
- A timetable for reassessing the candidate's work is established.

After a defined period of time, all parties will discuss the candidate's progress and skills and will discuss a grade. Ultimately, it is the supervisor's responsibility to determine the final grade; however, the supervisor should rely on the feedback given by the mentor teacher.

### CANDIDATE FILES

Several sets of files are maintained for each candidate in the Department of Instruction and Learning. Permanent records about the candidate experience are maintained in Taskstream and serve as a repository for documents (e.g., copies of candidate certificate, clearances, final time sheets, PDE-430 documentation, evaluation reports, tuberculin test results, FERPA releases, etc.) that may be needed by future employers or state certification agencies.

The information in this file is sometimes used by the Clinical Placement Coordinator, Program Coordinators, and selected University faculty members for purposes of research and program evaluation, or to verify that a student has completed requirements for graduation and/or certification.

Names of students and identifying information are never used in evaluation and research studies. The Clinical Placement Coordinator and faculty from the students’ program and the Department of Instruction & Learning have access to this information. After the student graduates, University personnel maintain access to Taskstream documentation.

### THE COLLABORATIVE TRIAD

The teaching clinical experience is a collaborative venture established between the University of Pittsburgh and the School District. Though there are many individuals working to ensure the success of the collaboration, those who are most directly involved include the candidate, the mentor teacher, and the university supervisor. The success of the clinical experience hinges upon the quality of social and professional relationships developed within this triad. Each partner is vested and contributes to the candidate's professional growth.
Thus, it is essential that all members of the triad have a clear understanding of their respective roles and responsibilities. Continuous three-way communication is critical for the triad's operational effectiveness. The responsibilities of each of these individuals are outlined in the following sections.

- **ROLES AND RESPONSIBILITIES OF THE CANDIDATE**

- **ROLES AND RESPONSIBILITIES OF THE MENTOR**

- **ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

**ROLES AND RESPONSIBILITIES OF THE CANDIDATE**

The candidate has many personal, professional, and academic obligations throughout the clinical experience. Many of these are listed below.

1) Become familiar with and follow the calendar of the cooperating school. This pertains to in-service days, orientation days, conference days, holidays, and workshops.

**HOLIDAYS**

Candidates follow the school district schedule once the clinical experience begins. They observe the same legal holidays established by their assigned school. Exceptions may be made for religious holidays, as per the University of Pittsburgh policy. It is the student teacher’s responsibility to inform the mentor and university supervisor of any planned absences for religious holidays at least a week in advance.
2) Follow the daily time schedule as agreed upon by the mentor teacher and candidate (taking into consideration the phase-in guidelines and the mentor teacher’s schedule). We strongly recommend sharing at least one planning period per day and having consistent instructional time.

3) Be punctual. Consistent tardiness is inexcusable.

4) Maintain regular attendance. The candidate is assigned to the cooperating school for the entire school year and is not allocated a designated number of sick or personal days. Calling off for illness should be done with extreme discretion. Candidates are not permitted personal days.

5) Report every absence to the mentor, university supervisor and program coordinator as early as possible following the procedure outlined by the mentor teacher on site.

**ABSENCES AND ACCOMMODATION**

The only excused absences are serious illness and/or a death in the family. Absences for interviews for teaching positions may be excused but require advance approval from mentor, supervisor, and program coordinator and will be reviewed on a case-by-case basis. The review will include an analysis of previous absences and likelihood of employment. **Candidates must notify the mentor, supervisor, and program coordinator when they cannot report to school or perform their assigned duties.** This should be done as far in advance as possible. The mentor will inform the candidate about deadlines and procedures for notification specific to their district. The candidate must prepare substitute plans for the mentor to use while they are out.

Our ability to recommend candidates for certification is dependent on adherence to rigorous standards that have been submitted to the Pennsylvania Department of Education. Non-adherence to rigorous participation in the clinical site may result in the inability of the university to recommend a candidate for certification. As such, if a candidate must miss five or more days at the clinical site, a meeting will be held to determine an appropriate plan of action, which may result in postponing the clinical experience to a time when the candidate is better able to participate rigorously.

In cases of absences related to illness, the student is under no obligation to provide medical information directly to any representative of DIL or the clinical site although a physician’s note describing the length of time the candidate should be “excused” from the site would be appreciated.

If the candidate has a disability, illness or injury that will require accommodation, he or she must document this with the Office of Disabilities Resources and Services in the
William Pitt Union. This will allow the mentor, university supervisor, and Manager of Placement Services and Clinical Practices to make accommodations at the field site, if needed. Accommodations will only be made for candidates who have documented disabilities with the Office of Disabilities Resources and Services.

6) Obtain permission for every planned absence through the university supervisor, as well as the mentor as soon as possible [e.g. jury duty].

7) Establish positive working relationships with all personnel in the cooperating school and with the university supervisor.

8) Perform the same teaching and non-teaching duties as the mentor, including participation in faculty meetings, parent-teacher conferences, staff development programs, extracurricular functions, etc. whenever possible. Realize that teaching extends beyond the classroom; make efforts to connect with students outside of the classroom experience.

**STAFF DEVELOPMENT**

Professional teachers participate in many educational programs sponsored by local school districts and/or teachers' organizations. These staff development activities include orientation and induction programs for beginning teachers, as well as continuing programs for veteran teachers. Candidates are expected to take part in school-based staff development activities, especially those conducted for new teachers. Some of these sessions may occur after school hours; in that case, candidates are expected to attend their university classes if in session.

In some cases, the candidate may have to report a few days early for the clinical assignment.

9) Organize the planning and implementation of instruction. Lesson and unit plans must be prepared and submitted to the mentor prior to implementation. This allows the mentor teacher to offer suggestions and/or give approval to the candidate's plans. Adhere to the schedule established by the mentor for when lesson plans are to be submitted.

**LESSON PLANS**

Candidates are expected to prepare written lesson plans for every lesson taught. The format of the lesson plan may depend upon the subject, grade level, and learner population being taught. Mentors and university supervisors may also have special preferences for how lesson plans should be written. Generally, a complete lesson plan requires the candidate to make decisions about:
(a) Objectives tied to Pennsylvania’s Academic Standards
(b) Content coverage
(c) Learning preferences and styles
(d) Instructional materials
(e) Organization and management
(f) Evaluation criteria and procedures

Guidelines for the preparation of lesson plans should be obtained from the mentor teacher, university supervisor, and/or methods instructors in each specialty area. After the candidate demonstrates competency with planning and instructional delivery within a class, the supervisor and mentor may permit the candidate to use a modified lesson plan that still contains the essential elements necessary for thoughtful, deliberate lesson design and instructional planning.

No candidate will be allowed to teach a lesson without a prepared lesson plan. Candidates are responsible for submitting lesson plans to the mentor and university supervisor by a mutually agreed upon deadline prior to each teaching assignment. Copies of all lesson plans should be retained by the candidate in a binder – these should be available to the supervisor for review.

Ideally, feedback and suggestions on the planning should be given to the candidate prior to the implementation of the lesson plan so that the lesson can be revised for the greatest opportunity for successful implementation.

10) Use the supportive and corrective feedback given by the mentor and university supervisor to become a reflective practitioner and to improve instructional practices.
11) Complete a formal reflection at the close of each conference. Have the University Supervisor or the mentor teacher initial the reflection.
12) Furnish the university supervisor with a complete classroom schedule.
13) Facilitate the scheduling of formal observations and conference periods with both the mentor and university supervisor.
14) Complete all assignments made by the mentor and university supervisor, in addition to all university course-related assignments.
15) Attend all university classes and meetings on time – take this work as seriously as your work at the school site.
16) Prepare a portfolio that highlights reflective thinking and multiple modes of instruction including evidence for the successful completion of the four domains of the PDE 430 assessment.

- Can be mined for Employment/Professional Portfolio
- Illustrates Competencies, Growth, Best Practices
DISCIPLINED INQUIRY PORTFOLIO DEVELOPMENT AND ACTION RESEARCH PROJECT

All MAT students are required to develop a portfolio and complete an Action Research Project of their professional growth and practice during the clinical experience. This portfolio replaces the Comprehensive Examination for the Master’s Degree. The Action Research project replaces the Master’s Thesis Paper.

ROLES AND RESPONSIBILITIES OF THE MENTOR

The mentor teacher is a very significant member of the clinical experience triad. The mentors affiliated with the University of Pittsburgh Teacher Preparation programs are experienced master teachers with an interest in and commitment to the training and induction of beginning teachers to the profession. Mentor teachers have the appropriate professional educator certification, at least 3 years of satisfactory certificated teaching, and the endorsement of the administration at their school site and district to serve in the capacity of mentor teacher. It is preferred that the mentor have at least 1 year of certificated teaching experience in the school entity where the candidate is placed.

A website is available for supporting the work of the mentors and supervisors:

http://app.education.pitt.edu/teacherprep/

It contains information on training and support for working with candidates and copies of all handbooks and forms needed for supervision. Mentors understand learning as an active, social, and constructive process and are supportive of instruction consistent with this view. Below are suggested guidelines to assist mentors in performing their roles and responsibilities.

1) Establish clear, communication with the candidate early (preferably during the summer prior to the clinical experience) and maintain this communication throughout the experience.

2) Develop a schedule for the candidate, typically designed by the mentor in consultation with the building administrator. The candidate schedule should take the following into consideration: the candidate should share a planning period with the mentor and the candidate should be present for a minimum of 3 instructional classes by the end of the clinical experience. The mentor should allow the candidate to gradually assume teaching duties, following the suggestions of the University supervisor, the mentor teacher, and the Program guidelines.

3) Familiarize the candidate with the classroom, school, and community environments. Arrange observations with other faculty members at the site and help the candidate process the observations with focused debriefing via discussion.

4) Become acquainted with the candidate and acknowledge him/her as a professional
colleague that has much to contribute to the learning environment and classroom culture. Recognize the candidate role is unique and does not fall into the traditional student teacher nor is an instructional assistant, phasing the candidate into teaching duties in a gradual and realistic manner, following the suggestions of the University supervisor, the mentor teacher, and the program guidelines.

5) Orient the candidate to the curriculum. Explain the past and future activities that will occur during the clinical experience assignment. Allow the candidate to accept responsibilities for instruction of students.

6) Clarify the candidate's roles and responsibilities at the very outset of the experience. Tell the candidate exactly what is expected and why. Mentors also understand that learning to teach is a developmental process and are specially trained to guide novice professionals through their first year of practice.

7) Assist the candidate in planning for instruction. Observe and coach the candidate in the classroom as a means of improving their teaching, management, and evaluation skills. Offer specific feedback in a positive and constructive manner.

8) Model effective planning and teaching. Make explicit your practices and experiences.

9) Becoming a teacher is a gradual process. Please be patient with the candidate and offer encouragement throughout his or her development.

10) Recognize that the candidate is beginning a clinical experience around the same time as he or she is taking pedagogy coursework. The candidate is at the beginning of the experience needs much support in learning about and contextualizing educational theory, pedagogy, and instructional design.

11) Orient the candidate to all aspects of teaching: working with parents, working with special needs students, professional growth and development, etc.

12) Expect the candidate to engage in reflective self-evaluation. Ask questions. Encourage the candidate to describe, evaluate, and refine his/her own teaching. Allow the candidate to interact with other candidates, student teachers, and regular teachers in your school.

13) Work closely with the university supervisor, district site coordinator, and the Clinical Placement Coordinator. Confer with the candidate and university supervisor regularly concerning the progress of the candidate.

14) Complete one written formal observation each week on the candidate’s teaching. Documentation is critical.

CLASSROOM OBSERVATION FORM

When the candidate is observed by the university supervisor or mentor, the observer should complete a Classroom Observation Form and it will be filed in the candidate’s file in 5300 Posvar Hall either by the student or the supervisor. These forms enable the observer to describe, evaluate, and suggest improvements in the candidate's
performance. They also identify the focus of subsequent observations and track growth. The observation forms should be duplicated for the mentor as well.

These forms may be downloaded from [http://app.education.pitt.edu/teacherprep/](http://app.education.pitt.edu/teacherprep/)

15) If conflicts or problems arise, discuss them confidentially with the candidate and university supervisor. Notify the university supervisor or the Clinical Placement Coordinator as soon as concerns or problems arise.

16) Serve as an advocate for the candidate in the district; be certain that the district is using the candidate in ways consistent with the agreement set forth in this handbook and in ways that contribute to their growth and development as an educator.

17) Participate in special university or school-based training sessions for mentors.

18) Complete standard evaluation forms for the candidate, at least once per semester. Submit these directly to the university supervisor or candidate for filing in 5300 Posvar. If appropriate, evaluate the candidate using school district evaluating procedures.

19) If you support the candidate’s entry to the profession, write a letter of recommendation for his/her university placement file.

20) Maintain confidentiality regarding the candidate's progress and work with other faculty members at the field site.

## Mentor’s Stipends

Mentor teachers will be compensated for working with the candidate; in order for the University to process this payment, the mentor will be issued a contract by the University. The contract must be returned by September unless otherwise specified within the contract. If there are questions or concerns about the contract or payment, please contact Erin Wheeler at esw27@pitt.edu.

## Roles and Responsibilities of the University Supervisor

The university supervisor is an employee of the University of Pittsburgh who serves as the vital link between the university and cooperating schools. Some university supervisors are program faculty members or adjunct instructors who are integrally involved in developing the program of studies and teaching the candidates while they are on campus. Other supervisors are graduate students pursuing masters or doctoral degrees in education, and
these individuals are generally certified and experienced teachers who work under the guidance of our full-time faculty. Many of the supervisors have also completed advanced graduate studies in teaching, teacher education, and staff development. In addition, all of them participate in regular clinical supervision training programs. Several members of our supervisory staff have even served as mentor teachers.

*A website is available for supporting the work of the mentors and supervisors: http://app.education.pitt.edu/teacherprep/*

The website contains information on training and support for working with candidates and copies of all handbooks and forms needed for supervision. The university supervisor works closely with the candidate and mentor. Recommended guidelines for supervisors are as follows:

1) Interprett University policies, procedures, and requirements to all personnel involved in the clinical experience.
2) Know the standards (the criteria established by the program and by PDE) to be used in assessing the candidate’s teaching performance.
3) Conduct the periodically scheduled evaluations of the candidate—Program Midterm and Final evaluations and the Pennsylvania Department of Education-430 (formative and summative).
4) Observe the candidate’s teaching. Formal and informal data should be recorded on standard observation forms. To be most effective, this should be done on a regular basis throughout the year. If the candidate is struggling, the university supervisor is to provide more support in and out of the classroom with observations, conferences, etc.
5) Confer with the candidate following each observation. Share the data with the candidate and the mentor. This will assist the candidate in evaluating teaching strengths and weaknesses in an on-going manner and developing goals.
6) Vary the types of feedback provided to the candidate. There are many options. Describe. Evaluate. Correct. Ask questions. Check for understanding. Mix and match feedback to fit the candidate's level of development. File observation reports in the candidate's files located in the Department of Instruction and Learning Office (5300 Posvar Hall).
7) Plan with the candidate or mentor specific areas that will receive attention in subsequent observations.
8) Conduct group seminars and allow candidates to exchange ideas, feelings, and perspectives with their peers.
9) Keep the Clinical Placement Coordinator and specialty area program faculty informed of the candidate’s progress at appropriate times. Immediate notification is required when problems begin to surface.
10) Write a letter of recommendation for candidate’s university placement file.
11) Maintain confidentiality regarding the candidate's progress and work with other faculty members at the field site.
12) If the candidate needs to be moved to a new site, the university supervisor will remain the candidate's supervisor, when possible. This will ensure continuity of supervision, feedback, and understanding of progress.

OTHER GENERAL POLICIES AND PROCEDURES

A number of policies and procedures have been established to serve the best interests of the candidate, the mentor, the school site/district, and the university supervisor. These guidelines are designed to enrich the candidate teaching experience for all parties involved, including the children and youth who attend the schools where the practicum takes place. Many local school districts have additional standards to regulate the personal and professional conduct of candidates. If and when the candidate is confused about whether to follow Pitt’s guidelines or those of the local school, he or she should check with the mentor and university supervisor.

These are guidelines to follow, in extenuating circumstances, please consult with the Clinical Placement Coordinator regarding individual issues or circumstances.

ATTIRE AND APPEARANCE

Professional attire and appearance are expected at all times. Pitt does not require a standard "uniform" for candidates, but most cooperating schools have policies about dress and grooming. The instructor and building principal are the best sources of advice on these matters; do not simply assume by following the lead of others in the building. Business dress is most appropriate. Tattoos should be covered. Piercings other than in the ear should be removed, if they are visible. Please distinguish yourself from your students by your attire.

EMAIL POLICIES

In communicating by email with faculty, instructors, or professionals at the field site, it is essential that the emails are courteous and show awareness that you are communicating with professionals. Email messages should not suggest an informal relationship with a professor, parent, professional colleague, supervisor, mentor, etc., but rather should respect professional protocol in writing.

Email is never to be assumed to be an official correspondence. You may not convey absences to the school site via email but should phone the mentor teacher personally to discuss the nature of the absence. Also, remember that email is not confidential correspondence. When you write an email, remember that it may be saved, distributed,
made public – with or without your knowledge.

**SOCIAL MEDIA**

Teachers are often held to higher standards than the general public and therefore it is important for all teachers to know their public internet presence. After a candidate determines his/her public internet presence, any potentially offensive language or pictures should be removed. While the candidate may not consider content offensive or questionable, consider that a potential administrator, colleague, parent, or student may be viewing and judging the content. Prior to entering a teacher education program, candidates should ensure their social media presence is set to private.

Also, teacher candidates are not to interact with students on social media, through personal email, cell phone calls, or text messages. All electronic communication should occur through district or university email or district approved social media accounts. Communication through the phone should be conducted on district telephones. No exceptions will be made and removal from the program may result from breeching this policy.

Lastly, teacher candidates are not permitted to post any pictures of students, school activities or identifiable student work on social media nor can these be used as part of a portfolio for hiring purposes. Teacher candidates are not permitted to post about their student teaching or internship experience on social media. Students and school sites should not be identified publicly in any way.

**CONTACT WITH STUDENTS - CONFIDENTIALITY**

Teacher candidates are not permitted to interact with students outside of the clinical placement. Students should not have contact with students or families outside of official school communication carried out via district or Pitt email or the district phone service. Personal relationships between teacher candidates and students are prohibited.

You are responsible to maintain the **confidentiality** of all the students you work with in field placements related to your coursework at the University of Pittsburgh. When writing or doing assignments for courses or speaking about your field experience and the students you work with use pseudonyms (not initials) for students’, teachers’ and schools’ names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers or staff secure from the view of others.
VIDEO/AUDIOTAPING POLICY

Teacher candidates must obtain permission to video/audiotape in their school site from:

1. district personnel
2. parent/guardian of each student who is being video or audiotaped.

A university approved video-audiotaping form can be found in Appendix C. Signatures from all parents/guardians of students to be video or audiotaped MUST be obtained prior to taping. No exceptions are to be made. The candidate must keep a copy of all parental/guardian permission. No video or audiotapes are to be posted online or distributed for any reason, including during a candidate’s job search.

STRIKES AND WALKOUTS

In cases where mentors participate in strikes, walkouts, or other labor management activities that result in their absence from the classroom, the candidate will notify the Clinical Placement Coordinator as soon as possible. The candidate will work off-site (at the university, at the library, or at home) preparing for their teaching assignment or university coursework until such problems have been resolved. In no instance will any candidate assume any responsibility or duty that the teachers at the site have decided to withhold services from—neither teaching nor extra-curricular in nature.

Should the school calendar be extended due to strike, the Clinical Placement Coordinator will negotiate with the district to ensure the candidate will have a few days off during the holiday breaks. Candidates will not be expected to work after June 15.

WORK & FAMILY OBLIGATIONS

Many candidates are balancing logistical (transportation, housing, etc.), financial (rent, tuition, cost of living, etc.), and personal or family obligations (childcare, personal or family member illness, etc.) that result in considerable stress during the academic year. Regardless of candidates’ circumstances, the University of Pittsburgh and the cooperating schools expect full-time devotion to the teacher certification preparation process, including meeting our strict standards for professionalism at the school site and at the University. Our best advice is to not apply to a University of Pittsburgh teacher certification program or accept a clinical experience placement unless you are ready to manage your work and family affairs in such a way that they do not interfere with your obligations to your courses and clinical site. If it is determined that your work and/or personal obligations are interfering with your ability to meet program expectations, you will be removed from the program until the...
following year or such a time as you are able to demonstrate that you are better able to manage your competing responsibilities.

As part of maintaining professional boundaries, candidates are not permitted to invite guests (parents, significant others, etc.) to their school sites for visits, meetings, or school events without asking for and receiving permission from their mentor teachers at least 48 hours in advance. Guests must follow school district policy for guests regarding proper identification, behavior and clearances. Additionally, candidates must complete FERPA waiver forms for any individual who is invited to participate in meetings or discussions in which the candidate’s records or performance in his or her teacher certification program will be discussed.

WORK IMPROVEMENT PLANS

Throughout teacher certification programs there are times when individual students require additional support with academic work, placement work and/or professionalism. It is the intention of each program to provide the support that is necessary in these cases. Whenever an issue of concern arises in university coursework and/or the placement site, the faculty member, mentor or supervisor involved will reach out to the program coordinator to initiate a meeting between the student and all concerned parties and to request a Work Improvement Plan (see appendix A).

A Work Improvement Plan will be created for any student who experiences serious difficulties in a teacher certification program. The plan outlines the concerns, the supports that are being offered the student and also the consequences, if an improvement is not made. Consequences can include failure of a course, removal from the placement site or removal from the program, among other things. The Work Improvement Plan is provided and explained to the student during a face-to-face meeting. During this meeting, the student has the opportunity to reflect upon the current situation, share their perspective, and express the need for particular supports. The student is permitted to supplement the Work Improvement Plan document with a written statement. After the meeting, key personnel (i.e. supervisors, mentors and/or faculty members) will be informed. The Work Improvement Plan requires signatures from all involved parties that indicate receipt of the plan. The plan will go into effect 3 days after the meeting if the plan remains unsigned by the student. The plan is filed in the student’s folder in AES. This plan will then serve as a guiding document as the student, with the support of program personnel, works to make necessary improvements. Work Improvement Plans can be modified, as necessary.

WORK PRODUCT
As a student in the School of Education, Department of Instruction & Learning, the work you produce may be used by the School's faculty for purposes of accreditation, research, or program evaluation. Names of students and identifying information are never used in evaluation and research studies. If you would not like your work to be used, you must inform the Clinical Placement Coordinator as soon as possible.

FIELD-BASED SITE LIAISON

In addition to the basic triad, the clinical experience in each cooperating school district involves several key individuals who provide specialized support services throughout the year. One such person is the Field-Based Site Liaison. This person may be a district administrator, building principal, or a clinical resident teacher at one of the school sites. This contact person is most knowledgeable about district level procedures and can be an additional resource for assisting the candidate and mentor in understanding the particular districts' history, relationship, and individual contract with the candidate program and the University of Pittsburgh.

RESPONSIBILITIES OF HOST SCHOOL DISTRICT

1) Provide an appropriate teaching assignment with a supportive, encouraging, skilled mentor teacher.

2) Invite the candidate to participate in district-sponsored orientation programs prior to the start of school.

3) Provide an established and regular meeting time with the mentor each day.

4) Phase the candidate into teaching duties in a gradual and realistic manner, following the suggestions of the University supervisor, the mentor teacher, and the Program guidelines.

5) Recognize the candidate is in the district/building to learn to become an educator and to support the fact that their primary responsibility and focus is to develop their skills in planning and implementing instruction.

6) Provide a workspace for the candidate.

7) Provide needed resources and support in collaboration with the University of Pittsburgh’s School of Education for the candidate to be successful and effective.

8) Permit the candidate to record several classes for personal reflection.
9) Participate in shaping Pitt’s programming by offering your feedback related to the school climate, the clinical experience and the preparation of our candidates.

10) Participate in candidate interview processes, if possible during the spring and summer, to ensure a good fit with your prospective mentee.

11) Communicate with the University of Pittsburgh to facilitate the clinical experience and to ensure the needs of the candidate and the needs of the district’s students are being met. Confer as needed concerning progress.

12) Acknowledge the candidate as a professional colleague who is on staff to serve the students while learning and honing their skills as an educator.

Another key person is Clinical Placement Coordinator who functions as a liaison between the University and school district. The Clinical Placement Coordinator and the Field Based Site Liaison at each district work closely together to maintain continuity among the various dimensions of the clinical experience. The Clinical Placement Coordinator performs the following tasks:

1) Coordinates the placement of candidates.
2) Plans and conducts field and employment related seminars for candidates.
3) Available to assist districts in developing or conducting seminars with the district's orientation, induction, and staff development.
4) Facilitates communication between university faculty who teach theory/methods courses and the candidates and mentors.
5) Oversees university faculty, employees, and GSAs who provide on-site clinical supervision for candidates.
6) Helps candidates with procedural matters (e.g., registration, graduation, certification, placement, etc.).
7) Participates in continuous evaluation of the clinical experience practicum.
8) Negotiates contractual and placement agreements with cooperating school districts.

The Clinical Placement Coordinator is also assisted by the Program Administrator/Secretary, who helps with matters related to admission, certification, graduation, and registration.

The Admissions and Enrollment Services Office assists students with Pre-Admission Counseling, the Admissions Process, Financial Aid, and Graduation Application. It is under the direction of the Dean of the School of Education. The Chairperson of the Department of
Instruction and Learning and the Associate Chairperson are responsible for the overall administration and governance of all the teacher preparation programs in the School of Education.

Each program is coordinated by a Program Coordinator who is a faculty member that oversees that coursework, instruction, and graduate students within that area of study. Currently, at the University of Pittsburgh the following individuals fill these positions:

- Coordinator of Special Education Teacher Preparation & CASE Special Education
  Amy Srsic
  asrsic@pitt.edu

- Coordinator of MOSAIC
  Sheila Conway
  sjconway@pitt.edu

- Coordinator of Mathematics, Science & Foreign Language Education
  Ellen Ansell
  ansell@pitt.edu

- Coordinator of Social Studies & English Education
  Michelle Sobolak
  mjsobolak@pitt.edu

- Coordinator of CASE
  Anna Arlotta-Guerrero
  ana28@pitt.edu

- Coordinator of Vision Studies
  Tessa McCarthy
  tessam@pitt.edu

- Coordinator of Primary Plus
  Katrina Bartow Jacobs
  kbjacobs@pitt.edu

**INTERN CERTIFICATION FOR MAT STUDENTS**

According to the PDE, an Intern Teaching Certificate is a valid professional certificate that entitles the holder to fill a professional teaching position in the designated endorsement area stated on the certificate. It is issued for a period not exceeding three (3) calendar years and may not be renewed. The validity of the Intern Certificate is contingent upon the holder
rendering satisfactory service to the assigned school district, thus maintaining continuous enrollment and making satisfactory progress in an approved teacher candidate program leading to an Instructional I Certificate. A candidate working under an Intern Certificate is considered "highly qualified" by the state of Pennsylvania.

In Pitt’s MAT program, all teacher candidates obtain the Intern Teaching Certificate by the end of fall term (December). The certificate enables MATs to assume more classroom responsibility in the field site for the remainder of the academic year.

To obtain the Intern Teaching Certificate, MATs must –

- Meet Pitt’s requirements for field placement (see below).
- Achieve a passing Praxis II score.
- Complete an online application using TIMS (PDE’s Teacher Information Management System). The Clinical Placement Coordinator will hold TIMS information sessions during the fall term. MATs will be notified of these sessions via their Pitt e-mail accounts.
- Submit payment through TIMS for the fee associated with application and processing of the Candidate Teaching Certificate.
- Upload the TIMS “Cover Sheet” to TaskStream.
- If the student has a criminal record, additional documentation may need to be submitted to PDE and PDE will determine if the candidate is eligible for certification.

An Intern Certificate may be revoked in the following circumstances:

- If a candidate receives an unsatisfactory rating by either the school district or institution of higher education.
- If a candidate is not continuously enrolled in a teacher candidate certificate program.
- If a candidate is dismissed for cause and/or conviction of a crime.

SUBSTITUTE TEACHING

According to Pennsylvania Department of Education (PDE), Bureau of Teacher Preparation and Certification, a person holding an Intern Certificate may be used as a substitute teacher. Although an Intern is permitted by PDE to assume substitute teaching responsibilities, the University of Pittsburgh does not allow Interns to serve as substitute teachers during the
clinical experience unless the candidate 1) has obtained the Intern Certificate, 2) is serving as a substitute in his or her mentor teacher’s classroom, and 3) the substitute teaching is on a limited basis (not more than three (3) days total) or has been approved in writing by the Clinical Placement Coordinator.

**ENTERING THE TEACHING PROFESSION**

During the last semester of the program, candidates must apply for graduation, certification, and/or employment. The information provided in this section of the handbook should help to minimize the problems sometimes associated with leaving the University of Pittsburgh and becoming a fully certified professional teacher.

**GRADUATION**

Application for degrees can be filed in the Dean’s office at the time of registration for the term during which the student expects to complete requirements for graduation, but no later than ten calendar days after the beginning of that term. Graduation occurs three times each year (December, April, and August); however, convocation is once a year, usually in late April. It is the student's responsibility to obtain, complete, and submit the application for graduation before the deadline. Teacher Education candidates are invited to participate in the graduation ceremony in April, although depending on program some will officially graduate in June.

**CERTIFICATION**

Application for a Pennsylvania Instructional I Certificate must be submitted near the end of the term in which the student expects to graduate or complete certification study.

This application must be completed through the Teacher Information Management System (TIMS).

The Clinical Placement Coordinator will hold sessions in the spring semester to walk candidates through the application process.

**INSTRUCTIONAL ONE CERTIFICATE**

The Instructional I Certificate (*provisional certificate*) is issued to persons whose primary responsibility is teaching. It is valid for six (6) years in the field for which it was
endorsed. The six-year time limit begins when the teacher secures his/her first contracted position and applicants must meet the following requirements:

(a) Possess a baccalaureate degree  
(b) Successfully complete a PDE-approved teacher education program  
(c) Pass the appropriate certification test(s) (Praxis II, PECT, etc.)  
(d) Receive the recommendation of a college or university.

**INSTRUCTIONAL TWO CERTIFICATE**

The Instructional II Certificate (*permanent certificate*) is issued to persons who have completed:

(a) PDE-approved induction program for beginning teachers  
(b) Three years of satisfactory teaching in an approved school  
(c) Twenty-four (24) credit hours of collegiate study or PDE approved in-service courses.

College credit acceptable for renewal of the Instructional I Certificate or conversion to the Instructional II Certificate must be earned at a PDE-approved baccalaureate degree granting institution, subsequent to the conferring of the Baccalaureate degree. Students who complete a University of Pittsburgh School of Education graduate level teacher certification program have earned the 24-credits required.

**PA-EDUCATOR**

PA-Educator.net encompasses two main objectives: it facilitates the application process for prospective teachers and improves school district procedures associated with applicant recruiting and screening. Hiring school districts, candidates looking for positions, colleges and universities with teacher training programs, and K-12 students will all benefit.

PA-Educator.net uses the Internet to support sharing of applicant credentials across school districts. College Education majors and practicing teachers looking for new teaching positions throughout the Commonwealth of Pennsylvania apply by filling out an electronic version of the Standard Teaching Application for Teaching Positions in Pennsylvania Public Schools. Participating school districts search the PA-Educator site for applicants who meet their criteria. PA-Educator works with colleges and universities, along with districts, to actively scout, screen, recruit, and rigorously evaluate teacher candidates for potential or actual openings in teaching.

**LETTER OF VERIFICATION**
There is often a time lag between completion of program requirements and the issuance of the Instructional I Certificate from Pennsylvania Department of Education or the diploma from the University of Pittsburgh. During this period, most students are interviewing for teaching positions and employers will request verification of completion of degree/certification requirements. Once the student’s application for graduation and/or certification is endorsed, the Office of the Dean of the School of Education may, upon request, provide an official letter of verification that can be shared with prospective employers.

EXTENDED PLAN OF STUDIES

Initial certification programs (MAT, MOSAIC, SETP, Primary Plus, Vision, CASE graduate year, PY) at the University of Pittsburgh are intensive one-year programs in which coursework and placement hours are intended to be completed simultaneously and during consecutive semesters. However, in very rare circumstances, a longer plan of studies may be considered. Consideration will be on an individual basis and will take into account situations outside of the candidate’s control. An extended plan of studies is not guaranteed, regardless of a candidate’s circumstances. All plans of study require continuous enrollment. Any change to the program plan of studies requires pre-approval by the student’s Program Coordinator, Director of Teacher Education, and the Associate Dean of the School of Education and is contingent on the availability of compatible field site placements.
**IMPROVEMENT PLAN**

Work Plan: An agreement between the student, program coordinator, director of teacher coordination, and/or appropriate faculty, supervisor(s), and mentors. This agreement is a formal document that describes expectations and requirements for the successful completion of a program when the student is failing to meet program requirements.

<table>
<thead>
<tr>
<th>Effective Date of Work Plan:</th>
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<tbody>
<tr>
<td>The date when the Work Plan takes effect (the first day of the WORK PLAN must be adhered to).</td>
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<table>
<thead>
<tr>
<th>Full Name of Student/Teacher Candidate:</th>
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<tbody>
<tr>
<td>Full name of the student teacher/teacher candidate as it appears in University of Pittsburgh records (no nicknames, shortened names, etc.). Include full middle name when possible.</td>
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<table>
<thead>
<tr>
<th>Student’s Pitt Email Address:</th>
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<table>
<thead>
<tr>
<th>Student’s Other Email:</th>
<th></th>
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</table>

| Student Phone Number: |  |
Person filling out this form:

<table>
<thead>
<tr>
<th>PROGRAM</th>
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<tbody>
<tr>
<td>Program Name:</td>
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<tr>
<td>Program Coordinator:</td>
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<tr>
<td>Program Coordinator Pitt Email Address:</td>
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<tr>
<td>Program Coordinator Office Phone No.:</td>
</tr>
<tr>
<td>Program Coordinator Cell Phone No.:</td>
</tr>
<tr>
<td>Field Supervisor:</td>
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<tr>
<td>Field Supervisor Email Address:</td>
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<tr>
<td>Field Supervisor Phone Number:</td>
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<tr>
<th>PLACEMENT</th>
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<tbody>
<tr>
<td>Placement Institution:</td>
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</table>

Please provide full name of institution and complete street address.
<table>
<thead>
<tr>
<th>Division or Department:</th>
<th>If applicable.</th>
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<tbody>
<tr>
<td>Placement Description:</td>
<td>Please provide relevant data such as subject being taught, schedule, grade level, class size, etc.</td>
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<tr>
<td>Mentor Teacher:</td>
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<tr>
<td>Mentor Title:</td>
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<tr>
<td>Mentor Email Address:</td>
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<tr>
<td>Mentor Phone Number:</td>
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</table>

**ASSESSMENT**

**Explanation of Areas that Need Improvement:**

*Describe the areas where the student teacher is failing to meet program expectations.*

**Record of Meetings:**

*Please indicate dates, locations, times, attendees, and agenda items for each meeting that took place with the student to discuss failure to meet requirements. How many times has the mentor teacher or field supervisor met with student to discuss this/these issues?*
**WORK PLAN**

These are the steps the student teacher agrees to take in order to meet program expectations. The student agrees with and understands the expectations described in this WORK PLAN and the consequences of failing to meet these expectations (which may include failure in a class or student teaching/internship and inability to obtain PA licensure.)

### Coursework and Professional Portfolio

These are expectations and requirements that are related to the student teacher’s coursework and portfolio. If the student teacher is meeting all program requirements related to coursework and portfolio, please skip this section.

<table>
<thead>
<tr>
<th>Expectations and Requirements</th>
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</table>

### Professionalism and Communication

These are expectations and requirements that are related to the student teacher’s professionalism and communication. If the student teacher is meeting all requirements related to professionalism and communication, please skip this section.

<table>
<thead>
<tr>
<th>Expectations and Requirements</th>
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</table>

### Field Work

These are expectations and requirements that are related to the student teacher’s fieldwork. If the student teacher is meeting all program requirements related to fieldwork, please skip this section.

<table>
<thead>
<tr>
<th>Expectations and Requirements</th>
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</thead>
</table>
# FOLLOW-UP PLAN & CONSEQUENCES

**Follow-up Plan:**

*Include date(s), method of communication (meeting, phone, email), and person(s) who will implement follow-up with the student teacher.*

**Consequences:**

---

# ACKNOWLEDGEMENTS/SIGNATURES

Signatures below indicate receipt of plan

<table>
<thead>
<tr>
<th>Signature of Student:</th>
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<table>
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<tr>
<th>Signature of Program Coordinator:</th>
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<tr>
<th>Signature of Director of Student Teaching:</th>
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<tr>
<th>Signature of Field Supervisor:</th>
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<tr>
<th>Signature of Mentor Teacher:</th>
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<tr>
<th>Other Signatures Required:</th>
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</table>
APPLICING FOR CLEARANCES

1. Pa. Criminal Record Check (Act 34)
   - [http://epatch.state.pa.us](http://epatch.state.pa.us)
   - $10.00 fee (credit card)
   - Print clearance immediately
   - Upload in Taskstream

   - [https://www.compass.state.pa.us/CWIS](https://www.compass.state.pa.us/CWIS)
     Create an account and submit your clearance application online- will give you immediate access to your results or the status of your results, if your results cannot be processed immediately. $10.00 fee (credit card).
   - Print copy
   - Upload in Taskstream

3. FBI Federal Criminal History Record
   - Register online [www.pa.cogentid.com](http://www.pa.cogentid.com) with credit card, fee $28.75. Click on Pennsylvania and then Department of Education.
     (The fee includes an automatic mailed unofficial copy of results directly to each applicant.)
   - Take online registration receipt and a photo ID to:
     UPS Store
     3945 Forbes Avenue
     412.621.6261
     10am - 6pm M-F
     11am – 3pm Saturday
     (Please check your local UPS Store if they provide this service)
   - Please wait until you receive your copy of results in the mail.
   - Upload clearance/copy of results (not receipt) in Taskstream

4. ARREST/CONVICTION REPORT AND CERTIFICATION FORM
   - Please read, complete and sign form (found below).
   - Upload in Taskstream

5. Tuberculin Test:
   - Pitt Student Health Services, Nordenberg Hall, 119 University Pl, Oakland
     - Fee: $15
     - By appointment. 412-383-1800
   - MedExpress walk in clinics (Fee: $30.)
   - Concentra Urgent Care, 120 Lytton Avenue in Oakland: 412.621.5430 (Fee: $30)
   - Primary care physician (fees or copays vary)
   - Allegheny County Health Department in Oakland NO LONGER PROVIDES THIS SERVICE
   - Upload test result in Taskstream
6. Allegheny County mandated reporter law:

Please read the online law at: http://www.alleghenycounty.us/dhs/mandated-reporter.aspx

- Sign form (found below).
- Upload signed copy in Taskstream

7. Pitt Online Protecting Children from Abuse Online Course

To access the course, click the link above and create a new account using this registration code: 0987-UN37-XY12. Fill in the “Employee ID” Optional Field by using your 2P Number. Your 2P Number is on your University ID Card; use only 2P and the first nine digits (Example: ID Card Number is 2P000123456789H so you enter 2P000123456 as your Employee ID when you create your account).

- Upload certificate in Taskstream

Questions regarding the above please contact Erin Wheeler, esw27@pitt.edu, 412.648.7310.
Allegheny County Mandated Reporter Law

As part of the clearance process, you are required to read the following website regarding the law and the reporting of suspected child abuse or neglect.

http://www.alleghenycounty.us/dhs/mandated-reporter.aspx

The information provides details on the procedures for reporting suspected child abuse or neglect and identifies those who are mandated by law to report it. To acknowledge receipt of these procedures and to confirm you have read the information on the website, please print out this form, sign the form, and return with copies of your clearances to the secretary of teacher education in 5300 Posvar Hall.

_____ This is to confirm that I have received and read the Department of Human Services of Allegheny County’s regulations governing the reporting of suspected child abuse or neglect.

SIGNATURE:_________________________________________________________________

PRINT NAME:________________________________________________________________

DATE:_______________________________________________________________________

AFTER READING MANDATED REPORTING LAW PLEASE SIGN AND UPLOAD IN TASKSTREAM.
ARREST/CONVICTION REPORT AND CERTIFICATION FORM  
(under Act 24 of 2011 and Act 82 of 2012)

Section 1.  Personal Information

Full Legal Name: ________________________________  Date of Birth: ____/____/______

Other names by which you have been identified: ________________________________

Section 2.  Arrest or Conviction

☐  By checking this box, I state that I have NOT been arrested for or convicted of any Reportable Offense.

☐  By checking this box, I report that I have been arrested for or convicted of an offense or offenses enumerated under 24 P.S. §§1-111(e) or (f.1) (“Reportable Offense(s)”). See Page 3 of this Form for a list of Reportable Offenses.

Details of Arrests or Convictions

For each arrest for or conviction of any Reportable Offense, specify in the space below (or on additional attachments if necessary) the offense for which you have been arrested or convicted, the date and location of arrest and/or conviction, docket number, and the applicable court.

_______________________________________________________________________________

_______________________________________________________________________________

Section 3.  Child Abuse

☐  By checking this box, I state that I have NOT been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

☐  By checking this box, I report that I have been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

Section 4.  Certification

By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or conviction for a Reportable Offense, shall subject me to criminal prosecution under 18 Pa.C.S. §4904, relating to unsworn falsification to authorities.

_________________________  ________________________
Signature                      Date
INSTRUCTIONS

Pursuant to 24 P.S. §1-111(c.4) and (j), the Pennsylvania Department of Education developed this standardized form (PDE-6004) to be used by current and prospective employees of public and private schools, intermediate units, and area vocational-technical schools.

As required by subsection (c.4) and (j)(2) of 24 P.S. §1-111, this form shall be completed and submitted by all current and prospective employees of said institutions to provide written reporting of any arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) and (f.1) and to provide notification of having been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

As required by subsection (j)(4) of 24 P.S. §1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) or (f.1).

In accordance with 24 P.S. §1-111, employees completing this form are required to submit the form to the administrator or other person responsible for employment decisions in a school entity. Please contact a supervisor or the school entity administration office with any questions regarding the PDE 6004, including to whom the form should be sent.

PROVIDE ALL INFORMATION REQUIRED BY THIS FORM LEGIBLY IN INK.
LIST OF REPORTABLE OFFENSES

- A reportable offense enumerated under 24 P.S. §1-111(e) consists of any of the following:

  (1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:

  - Chapter 25 (relating to criminal homicide)
  - Section 2702 (relating to aggravated assault)
  - Section 2709.1 (relating to stalking)
  - Section 2901 (relating to kidnapping)
  - Section 2902 (relating to unlawful restraint)
  - Section 2910 (relating to luring a child into a motor vehicle or structure)
  - Section 3121 (relating to rape)
  - Section 3122.1 (relating to statutory sexual assault)
  - Section 3123 (relating to involuntary deviate sexual intercourse)
  - Section 3124.1 (relating to sexual assault)
  - Section 3124.2 (relating to institutional sexual assault)
  - Section 3125 (relating to aggravated indecent assault)
  - Section 3126 (relating to indecent assault)
  - Section 3127 (relating to indecent exposure)
  - Section 3129 (relating to sexual intercourse with animal)
  - Section 4302 (relating to incest)
  - Section 4303 (relating to concealing death of child)
  - Section 4304 (relating to endangering welfare of children)
  - Section 4305 (relating to dealing in infant children)
  - A felony offense under section 5902(b) (relating to prostitution and related offenses)
  - Section 5903(c) or (d) (relating to obscene and other sexual materials and performances)
  - Section 6301(a)(1) (relating to corruption of minors)
  - Section 6312 (relating to sexual abuse of children)
  - Section 6318 (relating to unlawful contact with minor)
  - Section 6319 (relating to solicitation of minors to traffic drugs)
  - Section 6320 (relating to sexual exploitation of children)

(2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device and Cosmetic Act.”

(3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:

  - the United States; or
  - one of its territories or possessions; or
  - another state; or
  - the District of Columbia; or
  - the Commonwealth of Puerto Rico; or
  - a foreign nation; or
  - under a former law of this Commonwealth.

- A reportable offense enumerated under 24 P.S. §1-111(f.1) consists of any of the following:

  (1) An offense graded as a felony offense of the first, second or third degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (10) ten years has elapsed from the date of expiration of the sentence for the offense.

  (2) An offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (5) five years has elapsed from the date of expiration of the sentence for the offense.

  (3) An offense under 75 Pa.C.S. § 3802(a), (b), (c) or (d)(relating to driving under influence of alcohol or controlled substance) graded as a misdemeanor of the first degree under 75 Pa.C.S. § 3803 (relating to grading), if the person has been previously convicted of such an offense and less than (3) three years has elapsed from the date of expiration of the sentence for the most recent offense.
Dear Parent/Guardian,

I have enrolled this school year in a program at the University of Pittsburgh to enhance my skills as an educator. My coursework requires that short video and/or audio recordings of lessons taught in your child’s class be submitted. Although the video/audio recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of recording, your child may appear/be heard on the recording.

Also, at times during the year, I may be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work. No student’s name will appear on any materials that are submitted.

The University of Pittsburgh may use and distribute my video/audio recording(s), my comments, and my classroom materials for assessment, professional development, and accreditation purposes. So, for example, the recordings might be discussed in a class for future teachers, and accrediting agencies might check to see that we have such discussions, but the recording will not be displayed on a website or otherwise distributed to the general public. The form below will be used to document your permission for these activities and limited uses.

Sincerely,

Video Recording and Student Work Permission Slip

Student Name:________________________________________________________________________

Teacher Name:________________________________________________________________________

School: ______________________________________________________________________________

School Address: ________________________________________________________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the program of study in which you participating at the University of Pittsburgh, and agree to the following (please mark below in the box that corresponds):

__ I DO give permission to you to include my child’s image on video and/or audio recording as he or she participates in a class and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

__ I DO NOT give permission to video or audio-record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian:__________________________________________________________

Print Parent or Guardian Name:__________________________________________________________

Date:__________________________________________________________