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

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## The Co-Teaching Philosophy

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

Many of you will be participating in a two-semester, intensive placement that enables our pre-service teachers to develop the craft of teaching by working alongside a mentor teacher. We aim to foster strong partnerships with local school districts where we develop each other's strengths and together help our pre-service teachers learn the art of teaching through research-supported methodology that benefits all members in the learning community. This program embraces an apprenticeship model where professional block interns co-teach alongside highly qualified mentors.

These things should be present in your classroom:

- Both of you have your name on the board and are publicly thought of as teachers by all students.
- Both of you have a role in evaluating student work and structuring classroom energy from the beginning of the semester.
- Both of you have a space in the classroom to work.
- Both of you work with all the students.

Once those criteria are present, how you construct the co-teaching relationship is pretty dependent on your individual circumstances. Here are some models of co-teaching that you can borrow from, hybridize and adapt to your circumstances.

**Team Teaching:** Both of you are actively involved in delivering the same instruction at the same time within the classroom to a large group. There is no lead teacher and assistant teacher, but the two of you teach as one.

**Alternative Teaching:** This could work one of two ways. In one model, one of you works with a smaller group of students on a targeted task, activity or skill while the rest of the class is lead through a different learning activity by the other. The second model is that the learning activity is just divided in half, and you each take turns teaching your half to half the class, and then rotate.

**Parallel Teaching:** Both of you are teaching the same lesson to two smaller groups of students. This can work really well in learning activities designed to encourage student responses which is more difficult in a larger class.

**One Teach, One Observe:** One of you will be the leader of the instruction, while the other is observing for a purpose. Some data that may be collected by the

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

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

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

## Internship Schedule & Dates

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

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

### Absence Policy:

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

### PLEASE NOTE:

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

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

## General Guidelines

### Legal Status:

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

### No Smoking:

These schools are no smoking schools.

### Guidelines for your Field Experience:

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

### School Policies:

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

### Corporal Punishment:

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

### Professionalism:

#### Apparel:

Dress professionally.

#### Dress Code Policy:

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

### Role and Responsibilities of MU Intern:

1. Place school duties and responsibilities ahead of personal wishes and outside activities.
2. Keep discussions professional and nonjudgmental. That includes discussions of children, school personnel, university personnel, and personal issues. All school related discussions should be considered confidential and should not be discussed with others.
3. Use e-mail and social media professionally. Do not write confidential comments on e-mail or on social media. Follow the district's social media policy.
4. Become informed about the pupils in the assigned classroom.
5. Conform to the school's rules, policies, and local standards of behavior.
6. Conduct yourself in a mature, responsible and professional manner and maintain an appropriate personal appearance.
7. Show courtesy and respect for pupils, faculty, staff, parents, and members of the community. You are a representative of MU and of educators in general.
8. Avoid partiality and favoritism toward pupils.
9. Be fully prepared for each day.
10. Strive for personal and professional growth through continued study and effort. If for some reason your school does not meet on a normally scheduled school day, use this time to prepare materials, lessons, etc. for your classroom. Take this opportunity to use the resources at the University.
10. Be on time all the time.

### Field Placement Assignments:

#### **REQUIRED:**

1. BI-WEEKLY e-mail contact with your supervising professor. Again, do not write confidential comments about your placement on e-mail.
2. Maintain a 3-ring binder with tabs for all lesson plans and journal entries. The binder should be available for the University Liaison to review at each visit.
3. Create one learning center, enrichment activity, game, bulletin board, or other item that you will donate to the classroom.
4. Type all lesson plans and have your cooperating teacher initial each one 24 hours prior to implementation. Follow the lesson plan format used in your methods classes. Write formal lesson plans for all plans that you create.
5. On **Thursday, May 1st** at 1:00 p.m. attendance **may** be required at debriefing session held in Stayer (but check in with your field liaison to confirm they will be holding this meeting). Bring all of your evaluations

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

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



## Scaffolded Experiences Timetable

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

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

Recommended Time Period	Intern Role	Mentor Signature & Date of Task Completion
Weeks 1 - 2	<p>Observing and data gathering:            During this phase, interns will observe classroom activities and gather data on classroom and school environment (technology access, rules, student names, curriculum overview, etc.). Co-teaching can begin this early based on the mentor's confidence in the intern.</p>	
Weeks 3 - 4	<p>Interacting with students:            During this phase, interns will work with small groups of students, tutoring students, facilitating class activities, etc. Co-teaching should be attempted by this point.</p>	
Weeks 5 - 7	<p>Assisting with lessons:            During this phase, interns can be used to introduce lessons, and assist with lessons and assessments based on mentor direction. One or more co-teaching strategies should be implemented depending on the relationship between the intern, mentor and students.</p>	
Weeks 8 – 11	<p>Leading class activities:            During this phase, interns begin to take a larger role in directing the lessons and classroom activity. During this phase, interns will work from mentor-prepared materials or, depending on the mentor's confidence, interns can develop their own materials and use co-teaching strategies to deliver content.</p>	

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

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

Following Week 2:

Establishment of classroom routines and getting to know students

Following Week 4:

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

Following Week 6:

Organizational structures that support meaningful relationships and learning

Following Week 8:

Multiple learning and teaching approaches that respond to student diversity

Following Week 10:

Assessment and evaluation programs that promote quality learning

Following the Week 12:

Curriculum that is relevant, challenging, integrative and exploratory

Following the Week 14:

This reflection should focus on the following prompts:

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

Following the Week 16:

This reflection should focus on the following prompts:

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

### Class to Classroom Assignments (C2C)

Professional Block 2 interns are taking their methods classes on Mondays and Tuesdays. Our program links the pedagogical content knowledge being learned at Millersville to field experiences throughout the semester to bridge the theory and practice of teaching. The classes have assignments that interns will need to implement in their field placement. Students will be learning about class to classroom assignments in their methods classes. For planning purposes, please work together to hold blocks of time during the semester for completion of this work. All dates/times for the Class to Classroom (C2C) assignments will be provided in the course syllabus for each class. Students receive that information in class on the first day.

### Serving a Substitute During Professional Block II

During the Professional Block II semester, you are allowed to serve as a substitute teacher in your mentor's classroom for up to ten days. You must be approved through your district's substitute approval system prior to being allowed to serve as a substitute in the district.

## Field Experience Checklist

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

### Assessment:

Complete the following:

- Print/Read the district report card for your field placement \_\_\_\_\_
- Administer and grade a test/quiz \_\_\_\_\_
- Examine a class set of test results to assess trends in student learning  
\_\_\_\_\_
- Create, enact, and assess 5 formative assessments \_\_\_\_\_

### Interacting with the School Community:

Complete the following:

- Read a copy of school calendar and handbook and review policies and procedures for classroom discipline, school-wide discipline policies (i.e. in-school suspension) internet use, bullying  
\_\_\_\_\_
- Identify the school's child abuse reporting policy \_\_\_\_\_
- Learn the district dress code \_\_\_\_\_
- Learn the district's social media policy \_\_\_\_\_

Attend the following:

- After school function \_\_\_\_\_  
(play, sporting event, etc.)
- Faculty meeting \_\_\_\_\_
- Grade level or department meeting \_\_\_\_\_

### Special Education:

- Read IEPs for your students \_\_\_\_\_
- Attend an IEP or GIEP meeting for one of your students  
\_\_\_\_\_

### Literacy:

- Observe an ESL class  
\_\_\_\_\_
- Observe a reading intervention  
\_\_\_\_\_
- Use at least 1 content literacy strategy or BDA scaffold  
\_\_\_\_\_

### Class Donation:

Create one learning center, enrichment activity, game, bulletin board, or other item that you will donate to

Curriculum Planning

- Review available curricular materials \_\_\_\_\_
- Interview mentor about his/her curricular planning method/strategies \_\_\_\_\_
- Document 2-3 lessons using co-teaching strategies to deliver content \_\_\_\_\_

Teaching Practice

- Observe mentor and 2-3 other teachers (List teachers' names and dates of observations)
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Support teacher frequently working with groups & individual students \_\_\_\_\_
- Teach for one full day using district curriculum/mentor lesson plans \_\_\_\_\_
- Independently teach lessons using intern designed lesson plan \_\_\_\_\_
  - If you are in a classroom where multiple subject areas are taught, you should teach in each discipline area of Block (literacy, mathematics, science) and prepare formal lesson plans for such.
  - Lesson plans should be typed, prepared as for your Block classes, and maintained in a 3-ring binder that is available for the University liaison to review when visiting the classroom. Make certain to organize your binder and have it available each day.

Technology:

- Utilize available instructional technology (projectors, interactive whiteboard, etc.) \_\_\_\_\_

Extra workshops and trainings you attended (school district & university). Be specific about the topic covered by the workshop. Add date of workshop and training.

School District

University

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## **Guidelines for Teacher Candidate Use of Video Recorded Teaching**

\*\* This agreement is based on the video recording guidelines accompanying the edTPA

You will likely create multiple videos of your teaching during your teacher preparation program. Because videos will almost always include identifiable images of students, their creation carries significant ethical and legal responsibilities. For reasons of privacy and safety, many parents/guardians are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, those concerns must be respected at all times. Doing so requires the following of you:

**Parents and guardians must be asked to consent to having their children appear on the video.** Depending on the district, there may be different ways of satisfying this responsibility. Some districts may already have parental consent that would apply to your video recording; in other cases, you must seek specific permission for students to appear in your videos. (See provided form on the next page.)

**Before creating the video, you must be sure you know the names of any students whose parents did not grant permission, and must avoid including those students on the video by positioning the camera so that it does not capture their images.** Important note: Non-consenting students must not be excluded from the learning activity.

**Once created, videos should only be shared with your hosting teacher and/or University faculty through secure, password-protected platforms approved by Millersville University.** No video of your teaching should be used for any other personal or professional purposes. In particular, it must not be posted online, sent to friends and family, or included in your job portfolio. Misuse of video falls under the FERPA laws and is subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply. (Remember: Once you have shared the video electronically with anyone, you have effectively lost control of it.)

**By the conclusion of the semester, all videos involving students must be destroyed.**

Dear Parent/Guardian:

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

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

Sincerely,

\_\_\_\_\_  
(Teacher Candidate Signature)

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VIDEO PERMISSION FORM

Student Name: \_\_\_\_\_

School/Teacher: \_\_\_\_\_

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

*(Please check the appropriate box below.)*

I DO give permission to include my child's image on video recordings as he or she participates in a class conducted at \_\_\_\_\_ by

(Name of School)

\_\_\_\_\_  
(Teacher's Name)

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

\_\_\_\_\_  
(Signature of Parent or Guardian)

\_\_\_\_\_  
(Date)





## Successful Completion of the Experience

On Thursday, May 1, 2025 your evaluations (the Lesson Observation(s), Field Experience Checklist, and Final Evaluation) are due. Some field liaisons may hold a Debriefing Seminar to be held at 1:00 p.m. in the Stayer MPR, others may opt to collect these documents in your school (check with your field liaison to confirm if they will be holding this meeting face-to-face and on this day/at this time). The last day for the field assignment is Friday, May 2, 2025.

Earn a satisfactory report from your mentor teacher and your University liaison. All of the requirements described within this document must be completed in order to obtain a satisfactory rating and to progress in the program.

**Evaluation forms are due Thursday, May 1, 2025 at the time/in the way pre-arranged by your field liaison. This form must be completed, document an acceptable level of performance, and be turned in on time in order for you to receive credit for this placement.**

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