Student Teaching Manual

California University of Pennsylvania

A member of Pennsylvania’s State System of Higher Education
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California University of Pennsylvania

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Disclaimer

The Teacher Education Unit policies are continually being re-examined to reflect the regulations and policies of the Pennsylvania Department of Education, California University of Pennsylvania, and the College of Education and Human Services. As such, we reserve the right to modify any statement in this manual at any time, which will be disseminated via email and other means. The policies and statements are not an irrevocable contract, and the Teacher Education Unit reserves the right to change any policy or practice.

The Teacher Education Unit

Teacher education programs are offered through the Departments of Childhood Education, Secondary Education and Administrative Leadership, and Special Education in the College of Education and Human Services, as well as through the Department of Applied Engineering and Technology in the Eberly College of Science and Technology.

California University of Pennsylvania has a long and distinguished history of preparing teachers for the schools of the Commonwealth. The College of Education and Human Services has developed and maintained a reputation of excellence in the preparation of teachers. Because of its accreditation by NCATE and the Commonwealth of PA, and its requirement of the teacher certification examinations, California's graduates are able to obtain teacher certification in most states in the United States.
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Selection and Placement of Student Teachers
Establishment of student teaching sites will be determined by a cooperative process involving the university\& school district personnel.

After a student has been approved to do student teaching, his/her assignment to a student teaching location will be determined.

When a university supervisor deems it beneficial to the student teacher or to the student teaching program to change the assignment(s) during the semester to another location(s) and/or teacher(s), he/she shall be authorized to do so only after consulting with the Student Teaching Subcommittee of the Education Unit Oversight Committee who makes the final decision in all situations.

Whenever feasible an attempt will be made to assign the student teacher within reasonable travel distance from their residence while student teaching.
To avoid conflicts of interest, a candidate will not be assigned to a school from which he/she attended with in the last 8 years or to districts in which a family member is employed or attends.

Initial Practicum Sessions
The student teaching experience begins with initial practicum sessions with the Teacher Education Unit administrator and the university supervisors. During these practicum sessions the student teachers receives a complete orientation to the student teaching experience. ALL teacher candidates are required to attend these meetings before reporting to their student teaching assignment.

During this practicum, administrative details such as schedules, evaluations, meeting and other requirements and responsibilities are explained. Professional attire is expected. These practicum days are considered to be the first days of the teacher candidate professional experience.

On-going Practicum Sessions
The university supervisor schedules on-going practicum session throughout the semester. These are very important professional learning experiences. All student teachers are expected to attend each one in order to benefit from the interactive and informative nature of the sessions. In the event of an unforeseen and unavoidable circumstance and a student teacher is absent from a practicum session, he or she must consult directly with the university supervisor to discuss the nature of the make-up work.

Attendance
While the university calendar determines the beginning and ending dates of the student teaching placement, the student teacher observes the school calendar of the school district to which he/she is assigned. Additionally, the university supervisor develops a schedule for observations, practicum and other professional activities.

The student teacher is expected to be on duty each day of student teaching. If for unavoidable reasons the student teacher cannot be present, he or she must notify the cooperating teacher and the university supervisor using the procedures set forth by the district, the university supervisor, and the cooperating teacher.
Each day missed from either the classroom placement setting or from practicum sessions must be made up during the last week of the semester. The student teacher may not miss more than 4 days total during the semester, and all of these must be made up, regardless of the reason for the absence. There is only one exception: student teachers are permitted to miss two (2) days for job-related endeavors such as job interviews, or career fairs and are not expected to make these days up during the last week of the semester. However, these days must be scheduled and approved by the university supervisor in advance. The supervisor may require documentation of participation in the job interview or job fair as well.

Attendance must be documented on the form included at the end of this manual.

**Professional Behavior**
Proper professional behavior must be maintained by the student teacher including appropriate behavior, observance of confidentiality, and professional attire and grooming. Unprofessional behavior is considered sufficient cause for removal from student teaching and shall be addressed by the university supervisor and the Education Unit Oversight Committee.

**Dress**
The student teacher assumes the role of a professional and a representative of the university. Therefore, he or she must dress in a professional manner. Student teachers must adhere to cleanliness in personal grooming, and clothing must be neat and clean. Additionally, all dress is conservative in nature.

*Recommended Attire:*
- **Appropriate for Men:** Dress Shirt with optional tie with slacks; sweater with slacks; well groomed
- **Appropriate for Women:** Dress; suit; pants suit; blouse or sweater with skirt or pants; well groomed
- **Inappropriate:** Facial and tongue piercings; jeans; low riding/hip hugging pants; baggy clothing; tank tops; spaghetti strap/halter tops; see through clothing; shorts; short skirts

**Confidentiality**
Confidentiality is of utmost importance. Teacher candidates must keep confidential any information they are privy to with regard to students in their classroom and/or school including, but not limited to, grades, health issue, IEP, behavior issues, etc. Discussion regarding any aspect of the student teaching placement should be limited to the cooperating teacher and/or the university supervisor. Sharing information about students outside the student teaching placement classroom is not only unprofessional and unethical, but could also be a violation of federal law. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of the university supervisor.

The Family Educational Rights and Privacy Act (FERPA) requires public school districts to develop policies permitting parents access to their child’s official school records (to age 18). The act prohibits disclosure of these records to third parties without the consent of the parent or student (beyond age 18).

**Mentorship**
The student teacher works directly under the mentorship of the cooperating teacher with oversight from the university supervisor. It is expected that the student teacher will spend full time in focused observations, planning, teaching, reflecting and other classroom activities. Student teachers may not be used as substitute teachers. Assignment of the student teacher to any other activities not normally assigned to the cooperating teacher can only be undertaken after consultation and approval of the
Advanced Planning and Preparation
The student teachers will plan and prepare for each lesson in advance, following the curriculum of the school district and the university. University supervisors provide appropriate lesson plan examples and templates. The student teacher must present lesson plans before teaching following the timeline set by the cooperating teacher and the university supervisor. Student teachers can only teach lessons that have been approved by the cooperating teacher and have been presented following the set timeline. Being unprepared to teach on an assigned day is counted as a day of absence from teaching and must be made up during the last week of the semester.

Student Teacher Evaluations
The final grade for student teaching is the responsibility of the university supervisor who considers a variety of factors including feedback from the cooperating teacher. Student teaching is assigned a pass or fail grade and documentation is recoded in the final evaluation narrative completed by the university supervisor. Additionally, student teachers must receive a satisfactory rating on two PDE 430 ratings completed at mid-point and final of the semester. The cooperating teacher completes both a mid-semester and final-semester evaluation as well.

Further, both the cooperating teacher and the university supervisor provide informal feedback to the student teacher using the Student Teacher Performance Summary which is completed on-going throughout the semester.

The Pennsylvania Department of Education as set forth a list of criteria that all student teachers are expected to know and be able to do by the end of the student teaching experience. They are included as appendices to this manual.

Professional Meetings
Student teachers may attend professional meetings with the cooperating teacher provided prior approval of the university supervisor.

Dedicated Effort
It is expected that student teachers put forth high levels of dedication to the experience throughout the entire semester. While it is understood that activities such as coaching, working, and tutoring have value, student teaching must remain a priority.

Further, taking classes while student teaching is discouraged and must be approved before the semester begins. The approval process begins with the department chair.

Receiving Compensation and Substitute Teaching
The policy of the Board of Presidents of the State System of Higher Education does not permit the release of student teachers to accept teaching positions prior to the successful completion of the student teaching experience. Receiving compensation for student teaching is not permitted.

Further, the student teacher is not a certified teacher and is not an employee of the Board of Education of the district in which he/she is assigned. The Pennsylvania School Code states that only persons with teaching certification valid in the Commonwealth may work as regular or substitute teachers.
Welcomed Guest
Remember at all times that the student teacher is a guest at the assigned school and as such receives no special privileges. Be sure to clear the use of all equipment through proper channels, beginning with the cooperating teacher. Additionally, student teachers must consult with the cooperating teacher before entering the faculty room to ensure that he/she is welcomed by all.

Strike Policy
It is the policy of the College of Education and Human Services that student teachers do not enter school sites where a work stoppage has been declared.

If a work stoppage occurs in a school district where a California University student teacher has been placed, the student will be withdrawn from the site immediately.

The student teacher will be reassigned to another school as soon as feasible.

The student teacher will continue in the alternate site for the remainder of his or her assignment, even if the strike is resolved.

Weather Emergency
Student teachers must remain informed of the procedures of the district regarding the closing or delayed opening of school due to weather.

Clearances for Student Teachers
The University requires that all students submit current ACT 24, Act 34, Act 151, Act 114, and mandatory reporting certification reports before beginning student teaching. A copy of student teaching clearances are also on file in the office of student teaching at California University. Many school districts will not accept volunteers, field students or student teachers who cannot present a clear Act 34, Act 151 and Act 114 report.

The student teacher must present his/her required clearances to the principal or district administration upon arrival at his or her assigned school/school district.

Act 34 of 1985 Act 34 of 1985 specifies that employees of public and private school hired as of January 1, 1986 must undergo background checks.

Act 151 of 1996 Act 151 of 1996 specifies that employees of public and private schools hired as of July 1, 1996 must undergo background checks related to indicated and founded child neglect and/or abuse reports.

Act 114 of 2006 An FBI criminal history record shall be required for student teacher candidates assigned to all public and private schools, intermediate units and area vocational-technical school.

ACT 24 of 2011 – Arrest or Conviction Form PDE-6004
Act 24 adds several new crimes to the list of offenses in Section 111(e). Act 24 requires all current school employees to complete a Pennsylvania Department of Education (“PDE”) form to report prior arrests or convictions for any offense listed in the newly expanded Section 111(e). All student teachers must submit the form, even if they do not have a record.

Mandatory Reporting Certification—as part of Act 31
https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group
Tb Tine Test
In compliance with Act 47 of the General Assembly of the Commonwealth of Pennsylvania, June 22, 1971, it is necessary for each student teacher to have a TB test prior to reporting to their assignment. The tuberculin skin test that is administered shall be either the Intracutaneous Mantoux test method with the two-step skin test procedure or the percutaneous multiple puncture test method. Purified Protein Derivative (PPD) is the tuberculin that is to be used for both skin test methods.

Second, a chest x-ray is no longer an approved method for screening school personnel for tuberculosis. The chest x-ray is to be used only to provide a follow-up diagnosis when skin test reveals a significant (positive) reaction.

Additionally, the regulations eliminate the requirements for repeated testing every two years. The regulations provide, however, for continuing surveillance and follow-up for those persons who are exposed to or develop symptoms of tuberculosis after the initial skin test.

Personal Liability Insurance
All student teachers must show evidence of Personal Liability Insurance at a minimum of $1,000,000. Students may obtain this insurance through membership in the student PSEA.

Instructional I Certificate
The Instructional I Certificate shall be valid for 6 years of teaching in the area for which it applies. It may be converted to an Instructional II Certificate as provided by § 49.83 (relating to Instructional II) through the Pennsylvania Department of Education.

The Instructional I Certificate will be issued to applicants who:
- Possess a baccalaureate degree.
- Present evidence of successful completion of a Department-approved teacher preparation program (through California University of Pennsylvania).
- Present evidence of satisfactory achievement in assessments prescribed by the Department under
  - §49.18(a) (relating to assessment).
- Receive a recommendation for certification from a college or university (California University of Pennsylvania).

School Board Policy
Most school boards issue policy statements regarding a variety of issues and legal matters. It is the responsibility of the student teacher to follow all district policy and procedures. Consult with the cooperating teacher for further discussion.

Reporting Child Abuse
In the event that a child discloses an incident of abuse to the student teacher, he/she must tell the cooperating teacher immediately. Additionally, the student teacher must notify the university supervisor of the general situation once reported.

Pennsylvania Code of Professional Practice and Conduct for Educators
Student teachers are expected to adhere to the professional practice and conduct as set forth. The Code can be located at:
http://www.pacode.com/secure/data/022/chapter235/chap235toc.html

Role of University Supervisor and Cooperating Teacher
The supervisor and cooperating teacher provide frequent, ongoing, and honest feedback to foster and support the professional growth of the student teacher. The university supervisor conducts at least four observations of the student teacher. During that time, all lesson plans, reflections, and student work samples are reviewed. The university supervisor is also the liaison between the cooperating teacher and the university and is responsible for implementation of university policy and procedures.

The cooperating teacher is often the most influential person on the student teacher’s performance and provides more frequent feedback to the student teacher. He or she provides an orientation to the classroom, introduces the student teacher to other faculty and staff members of the school, interacts daily, and helps develop the specific teaching schedule and timeline for the student teacher.

To that end, the student teacher can enhance the professional relationship with the university supervisor and the cooperating teacher in the following ways:

- Receive the constructive feedback in a positive way. Use all the ideas and information shared to improve and grow. Refrain from making excuses.
- Suggest areas for self-improvement.
- Demonstrate initiative and dedication. Be an active participant in both the classroom and in practicum sessions.
- Seek out and ask for ways to become directly involved in the classroom activities and tasks.
- Get to know other staff and faculty in the school building.
- Ensure that all plans are submitted in advance to the cooperating teacher following the timeline.

**Role of the Education Unit Administrator**

The administrator upholds the policies and procedures of the university and oversees all functions related to student teaching. In the event that a student teacher demonstrates unsatisfactory performance, the university supervisor consults with the administrator to establish a corrective action plan. This plan may include such things as additional observations and remediation activities.
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice
Complete 2 per semester

Student/Candidate’s Last Name
First
Middle

Grade Level

Subject(s) Taught

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

PERFORMANCE EVALUATION

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

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

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

Student Teacher/Candidate’s performance appropriately demonstrates:

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

Sources of Evidence (Check all that apply and include dates, types/titles and number)
- Lesson/Unit Plans: provided during visits
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP’s)
- Classroom Observations:
- Resource Documents
- Other: Passed required Praxis II examination.

Criteria for Rating

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

Rating (Indicate √)

Justification for Evaluation

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

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

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

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

- Classroom Observations: See page 1
- Informal Observations/Visits
- Student Teacher/Candidate
- Visual Technology
- Resources/Materials/Technology/Space
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
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<th>Satisfactory 1 Point</th>
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</tr>
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<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
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</table>

**Justification for Evaluation**
See attachments
### Category III — Instructional Delivery

Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

**Alignment:** 354.33. (1)(6)(D)(F)(G)

Student Teacher/candidate’s performance appropriately demonstrates:

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

### Sources of Evidence

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

- Classroom Observations: See page 1
- Informal Observations/Visits
- Assessment Materials
- Student Teacher/Candidate
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other:

### Category

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### Rating

(Indicate □)

- □
- □
- □
- □

### Justification for Evaluation

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

Alignment: 354.33. (1)(6)(d)(J)

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

- Classroom Observations: See page 1
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

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**Rating** (Indicate ✓ )

| | ✓ | ✓ | ✓ | ✓ |

**Justification for Evaluation**

See attachments
### Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
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Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

### Justification for Overall Rating:
See notes on previous four pages.

Student/Candidate’s Last Name      First            Middle

District/IU                        School               Interview/Conference Date

School Year:                       Term:

Required Signatures:

**Supervisor/Evaluator:**                       Date:

**Student/Teacher Candidate:**                     Date:
Attendance Record

The student teacher is to record every date that he/she is absent from his/her student teaching center. A brief explanation for the absence should be included.

The cooperating teacher is to sign and date the attendance record on the last day of each student teaching session.
Student Teacher’s Name: ___________________________ Semester: _______________

First Placement Absences:

1 _______________________________________________________________________
2 _______________________________________________________________________
3 _______________________________________________________________________
4 _______________________________________________________________________
5 _______________________________________________________________________

Cooperating Teacher’s Signature: _____________________________
Date: _________________

Second Placement Absences:

1 _______________________________________________________________________
2 _______________________________________________________________________
3 _______________________________________________________________________
4 _______________________________________________________________________
5 _______________________________________________________________________

Cooperating Teacher’s Signature: _____________________________
Date: _________________