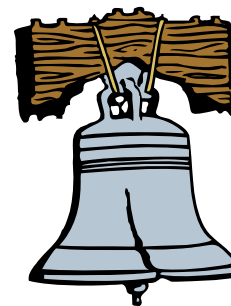


## Philadelphia Center Information



Students who wish to student teach in an urban setting, may find the perfect opportunity in **Philadelphia**. Hope College manages a consortium of colleges that arranges for student teaching placements in the heart of the city. Students interested in this possibility should read on for further information:

### Information

- Students may secure information about the **Philadelphia Center** at: [www.tpc.edu](http://www.tpc.edu). Additional information may be obtained on Hope's campus in the Fried International Center or through several contacts on campus, including Professor Jim Herrick-Communications, Professor Tom Smith-Management, and Mrs. Carol DeJong-Registrar.

### Contacts

- Students interested in student teaching in Philadelphia should contact Professor Nancy Cook, Director of Student Teaching, as early as possible, but no later than *two semesters* in advance. Information for application procedures will be reviewed and details about the program will be presented in this meeting. In addition, the Director of the Philadelphia Center usually visits Hope's campus each semester and can provide added information. Students considering a placement in Philadelphia are strongly encouraged to meet with this representative during one of these visits.

### Applications

- Students will complete **three application forms** – one for permission to *student teach off-campus* (Hope College Off-Campus Study Application), one for the *Philadelphia Center* program, and one for approval to *student teach* (Education Department's form).
  - The **Off-Campus application form** is available through the Registrar's office or the Fried International Center on campus, or on-line (<http://www.hope.edu/admin/international/offcamp/forms%20and%20files/Off-Campus%20Study%20Application.pdf>).
    - When completing this application, care should be taken to construct a well-written rationale that outlines why a Philadelphia student teaching placement will be more beneficial than a West Michigan placement. Students should also connect the Philadelphia experience with career aspirations and/or the need to be off-campus.
    - The student's faculty advisor should review the application before signing off on it.
  - The **Philadelphia Center application** is available on line at: <http://www.tpc.edu/apply>
    - Applications should be submitted to Linda Koetje in the Communications Department in the Martha Miller Center on campus.
    - Along with the application, student teachers must also submit the following items to Linda Koetje in the Communications Department:
      - resume,
      - transcripts, and
      - a copy of the Education Department Student Teaching Application Form.
  - The Hope College Education Department's **application for student teaching** is available on-line at: [http://www.hope.edu/academic/education/studteach/student\\_teaching\\_application.html](http://www.hope.edu/academic/education/studteach/student_teaching_application.html). Application forms will be distributed at mandatory meetings held on campus each semester prior to due dates.

### Deadlines

#### For FALL semester student teaching placements:

- **Off-Campus Application:**
  - **February 1<sup>st</sup> (on or about):** Off-campus applications for the Fall semester are due to the Registrar on or about February 1<sup>st</sup>. *Double-check the International Education website for specific deadline information as deadlines may change.*
- **Philadelphia Center Application:**
  - Philadelphia Center applications will be accepted on a rolling admission schedule. Students, however, should plan to submit their applications to the Philadelphia Center no later than the first week of the semester prior to student teaching.

- **Student Teaching Application-Education Department:**
  - **First Friday in December:** *(The specific date will be announced in a mandatory meeting two semesters prior to student teaching.)*
    - Education Department Student Teaching Applications are due the first Friday in December for student teaching placements the following Fall semester.
    - Students should note their preference to student teach in Philadelphia in the “Comments” section of the Student Teaching application.

**For SPRING semester student teaching placements:**

- **Off-Campus Application:**
  - **March 25<sup>th</sup> (on or about):** Off-campus applications for the Spring semester are due to the Registrar by March 25<sup>th</sup>. Permission to leave campus for the Spring semester is limited. *Double-check the International Education website for specific deadline information as deadlines may change.*
- **Philadelphia Center Application:**
  - Philadelphia Center applications will be accepted on a rolling admission schedule. Students, however, should plan to submit their applications to the Philadelphia Center no later than the first week of the semester prior to student teaching.
- **Student Teaching Application-Education Department:**
  - **First Friday in March:** *(The specific date will be announced in a mandatory meeting two semesters prior to student teaching.)*
    - Student Teaching Applications for the following Spring semester are due in the Education Department by the first Friday in March.
    - Students should note their preference to student teach in Philadelphia in the “Comments” section of the Student Teaching application.

**Approvals:**

Because the off-campus student teacher is at some additional risk, the Education Department carefully screens each student teacher who desires an off-campus student teaching experience. Candidates must be in good standing and have exhibited strong professional skills and dispositions in all coursework and field experiences. In addition, the Philadelphia Center and Philadelphia Public School system screen potential student teachers and reserve the right to accept or reject a student teaching candidate.

- Student teachers must be in good standing with the College at the point of student teaching. Any student who has been sanctioned or is restricted from participating in off-campus programs, will not be allowed to student teach in the Philadelphia Center program.
- In order to student teach in Philadelphia or any other off-campus placement, students must receive approval from the Education Department. Approvals typically take place early in the semester prior to the student teaching experience, but remain contingent upon consistent demonstration of positive professional and personal dispositions, as well as successful performance in Education coursework *and* field placements up to student teaching. Any student who fails to meet all performance requirements (e.g., minimum of C+ or higher in Education courses) *and/or* fails to receive a positive endorsement (e.g., “Highly Recommended” or “Recommended”) from field placement mentors, will not be allowed to student teach off-campus.
- In addition, student teachers must receive a positive endorsement from his/her major department of study. Again, failure to secure a recommendation from the major department of study will result in a denial to student teach off-campus.
- Students who have been approved to student teach on probationary status will not be allowed to student teach in an off-campus placement, including the Philadelphia Center.
- Philadelphia Public Schools retain the right to reject a candidate if said individual has any criminal convictions within the past SEVEN years.

**Off-Campus Study Application**

Students planning to student teach through the Chicago Semester program must complete ALL portions the Off-Campus Study Application process through the International Education Office. This will include providing contact information, liability documents and student responsibility documents.

**On-Site Visitation**

- Because of the distance between Hope College and Philadelphia, students are not required to visit the Philadelphia Center prior to arriving for the student teaching experience. However, the Center

welcomes visitors and encourages students, including prospective student teachers, to contact them and consider a short visit prior to the scheduled arrival.

### **Orientation**

- The Philadelphia Center provides an orientation program the first week that students arrive for the semester's experience. During this time, students become acclimated to the city, meet other students in the Center's program, and secure housing for the semester.

### **Dates of Placements**

- Fall semester student teachers begin their experiences in late August in Philadelphia. They are not on Hope's campus at all during the semester. The placement extends to the final day of Exam Week.
- Spring semester student teachers begin their experiences in early January, at the start of the Spring semester. They are not on Hope's campus at all during the semester. The placement extends to the final day of Exam Week, though student teachers usually return to campus in time for graduation activities in May.

### **Priority for Placements**

- Priority is given to student teachers who require one student teaching placement. Student teachers with double student teaching placements may have more difficulty being accepted and placed.
- Special Education majors may *only* consider the Philadelphia Center student teaching option during the Spring semester. (This is due to required courses that are only offered during the Fall semester on campus.)
- Placements for Dance Education majors *may* be available in Philadelphia. Because of the complexities involved in securing dance placements, students should anticipate that a portion of the student teaching requirement may need to be completed on-campus the semester prior to or after the student teaching semester.
- If a dance placement is to be secured, the following information would apply:  
Dance Education majors following the *elementary certification* track must complete a 9-10 week student teaching experience in an elementary classroom, in addition to working with a certified dance instructor for a 4-week period at either the middle or high school levels. Student teaching placements at the elementary level usually include some type of exposure to dance students of that age as well. Secondary track dance students must complete a 7-week dance experience at the elementary level and another 7-week experience at the secondary level. Some dance ed majors may be placed in an elementary (K-8) building, which provides both elementary and secondary experiences.

### **Student Teaching Seminar/Assignments**

- Students seeking off-campus student teaching placements **must** attend designated sessions of the Monday evening student teaching seminars during the previous semester. A calendar with the required sessions will be available on the Education Department's website or directly from Professor Nancy Cook, Director of Student Teaching.
- The student teacher should plan to attend regularly scheduled meetings throughout the student teaching semester with his/her university supervisor. This may vary from placement to placement.
- The student teacher should plan to hand in **required ST seminar assignments** over the course of the student teaching semester.
  - **Weekly written reflections** will be submitted online to the student's university supervisor and/or the Director of Student Teaching.  
(<http://www.hope.edu/academic/education/studteach/report.html>).
  - A **written, midterm self-evaluation** of the student teacher's performance will be submitted electronically to the student's university supervisor  
(<http://www.hope.edu/academic/education/studteach/mideval.html>).
  - A **simulated interview** should be arranged with the building principal. The ST should provide a copy of the rubric (available online on the Education Department website) to the principal and submit the scored rubric to the Director of Student Teaching at Hope. This should be done no later than the final week of the student teaching experience.  
(<http://www.hope.edu/academic/education/studteach/ProfessionalInterviewScoringRubric.pdf>).
  - The **professional portfolio** should be submitted to the university supervisor no later than the final week of the student teaching placement for evaluation and scoring. The scored rubric should then be submitted to the Director of Student Teaching no later than the end of the student teaching experience.  
(<http://www.hope.edu/academic/education/studteach/ProfessionalPortfolioRubric.pdf>).

- All student teachers are required to prepare and teach at least one **unit of study** during the student teaching placement. The unit should be submitted to the college supervisor no later than the last Monday of the placement. A scoring rubric is available for the college supervisor's use. (<http://www.hope.edu/academic/education/studteach/UnitPlanRubric.pdf> and <http://www.hope.edu/academic/education/studteach/UnitPlanDirections.pdf>)
- The **Special Education Pre-referral Process assignment** should be submitted electronically to the Director of Teaching at Hope by the published due date. The assignment description is available from the Director of Student Teaching and should be secured prior to leaving campus. (<http://www.hope.edu/academic/education/studteach/ReferralProcessScoringSheet.pdf>).

### **Coursework in Philadelphia**

- In addition to the weekly Student Teaching Seminar, the Philadelphia Center student teacher will be **required** to take at least one course while student teaching there. Most often this will be the equivalent of either ED500-Educational Perspectives or the College's required Senior Seminar. Student teachers who remain on Hope's campus generally take these two courses throughout the semester while student teaching. However, students involved with the Philadelphia Center may take both courses on-site or complete one of the courses prior to leaving for Philadelphia. (NOTE: Although it is possible to take both courses in Philadelphia, in addition to student teaching, it is **strongly** recommended that the student teacher limit enrollment to only one of the courses.) The following options are available for the Philadelphia Center student teacher:

### **EDUC 500-"Perspectives in Education"/ "Education and Difference"**

- Student teachers may take ED500-Perspectives in Education while student teaching in Philadelphia. They should plan to register for a 4-credit course called "Education & Difference." The instructor for this course also serves as the student's academic advisor.
- Student teachers may take ED500 as an independent study, meeting with the course instructor during the previous semester and/or over the summer. Students can complete course requirements either prior to leaving or during the student teaching semester. Students must earn a C+ or higher in this course. If the student teacher opts to complete the ED 500 requirement prior to leaving for Philadelphia, he/she would then complete the senior seminar requirement in Philadelphia.
- It is also possible for the student teacher to complete ED 500 in the once-a-week course format the semester prior to the student teaching semester. This would require having time available Wednesday mornings or afternoons during that semester and permission of the course instructor. Again, if the student teacher opts to complete the ED 500 requirement prior to leaving for Philadelphia, he/she would then complete the senior seminar requirement in Philadelphia.

### **The Senior Seminar**

- The senior seminar cannot be completed as noted above for ED500. It must either be completed prior to leaving for the Philadelphia Center or while in Philadelphia and student teaching.
  - If the student teacher wishes to complete it prior to leaving campus, he/she may enroll in any full-semester senior seminar (any 450+ level IDS course). The Senior Seminar requirement can also be met in a number of off-campus programs (e.g., Vienna Summer School) during May, June and July terms. In any case, the senior seminar may be completed prior to leaving for the student teaching experience. In some cases, the student teacher may be planning to return to campus the following semester, in which case, he/she could complete this requirement at that time.
  - For those unable to enroll in a senior seminar prior to the student teaching semester, an option is available at the Philadelphia Semester campus where the 4-credit course "Faith & Justice" meets this requirement. While this is an option for our student teachers in Philadelphia, it does create additional demands on the student teacher. Student teachers may find that the workload of this course, along with preparation for the classroom, to be challenging. The student teacher is urged to consider taking the senior seminar prior to leaving for Philadelphia if possible.

### **Options for Completing Coursework**

- Option 1: ED500 is taken the semester prior to student teaching and the Senior Seminar is taken in Philadelphia during the student teaching experience.
- Option 2: The Senior Seminar is taken in a semester other than the student teaching semester (prior to or following) and ED 500 is taken during the student teaching experience in Philadelphia.
- Option 3: ED500 is taken as an independent study prior to student teaching and the Senior Seminar is taken in Philadelphia during the student teaching experience.

- Option 4: Both ED500 and the Senior Seminar are taken during the student teaching experience in Philadelphia (not recommended).

### **Registration**

- Once students have been approved for off-campus study, the Registrar's office will register student teachers for their coursework. Students will be registered for IDS747-02 for 13-16 credit hours (depending on what coursework the student will be completing in Philadelphia). Hope's Registrar will then work out the details for student teaching, Student Teaching Seminar, Senior Seminar and ED 500 credits.

### **Certification Requirements**

- The student teacher should plan to be in contact with the Director of Student Teaching and particularly with Cher Schairer, Director of Certification, throughout the previous semester in order to submit appropriate materials for certification in a timely and accurate manner. All certification materials must be submitted ***PRIOR*** to leaving campus, unless the student teacher plans to return to Hope after the Philadelphia Semester.

### **TB Test**

- Student teachers must provide proof of a current, negative TB test to Philadelphia Center at the beginning of the student teaching experience.

### **Criminal Background Check**

- Students will need to receive Pennsylvania child abuse clearance, Pennsylvania criminal background clearance and an FBI background check prior to beginning the student teaching experience. The student should begin this process midway through the semester ***prior*** to the scheduled student teaching semester. (Michigan clearances are ***not*** accepted.) All of the forms can be downloaded at: <http://webgui.phila.k12.pa.us/offices/e/ee/resources/information-center>. The forms are located at the bottom of the page. For the FBI clearance, students need only register on the Cogent website and then bring the registration number with them to Philadelphia. They will then be fingerprinted at the Board of Education in Philadelphia.

### **Tuition Waivers**

- Students who are eligible for tuition waivers should be able to use this option for the Philadelphia Center program. Students should check with the Financial Aid Office, however, as well as the Registrar to verify this option.

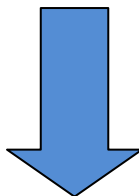
### **Financial Aid**

- Because the Philadelphia Center is managed by Hope College, students at the Center are considered to be "regular" Hope College students in all respects. As such, they are eligible to retain financial aid and to have grades and credit earned recorded on their Hope College transcript.

### **Expectations**

- As always, it will be important for the student teacher to remember that permission to student teach in an off-campus placement is a ***privilege, not a right***. The student must at all times be cognizant that he/she is representing Hope College while in this placement. Therefore, expectations for professional behavior, dress and conduct remain high and are maintained for **all** student teachers, but particularly for those in an off-campus placement.

Revised-August 17, 2012



See "***Student Teaching Checklist-Domestic Placements.***"



## STUDENT TEACHING CHECKLIST FOR DOMESTIC PLACEMENTS

√	ITEM
	Meet with the Director of Student Teaching (Education Department) to explore the option of student teaching off-campus in a domestic location at least <b>three (3)</b> semesters prior to placement
	Submit proposal to the Education Department (through the Director of Student Teaching) seeking approval to student teach off-campus
	Submit Student Teaching application to the Education Department by the published deadline
	Submit related application by published deadline to off-campus program if required (e.g., Chicago Semester or Philadelphia Center)
	Submit the Hope College Off-Campus Study Application to International Education Office (IEO) by published deadline for approval to study off campus.
	Notify Director of Student Teaching (Education Department) of placement site (school name, city, country).
	Submit the following documents to Director of Student Teaching: <ol style="list-style-type: none"> <li>1) On-site emergency and contact information (at least two contact names, titles, addresses, telephone numbers and email addresses)</li> <li>2) Housing information (a brief description, address, telephone number)</li> <li>3) School emergency and evacuation procedures (this should be available from the school)</li> </ol>
	Complete the " <i>Hope College Participants Statement of Responsibility, Release from Liability and Agreement to Indemnify</i> " form and return to Director of Student Teaching.
	Complete the " <i>Student Off-Campus Programs Responsibility</i> " form and return to Director of Student Teaching.
	Attend orientation/visitation meeting offered by placement agency if possible.
	Meet with the Director of Student Teaching to finalize details prior to leaving campus.