Office of the Dean School of Humanities and 5 ocial Sciences 717-872-3553

Fax: 717-871-2003

February 2, 2006

STACY L SNYDER 847 BUNKER HILL RD STRASBURG PA 17579

Dear Stacy:

I am pleased to acknowledge that you are one of the outstanding students in the School of Humanities and Social Sciences. It is with a great deal of pride and joy that I have placed your name on the dean's list.

Your excellent academic performance is a cause for much celebration. The faculty of the School are dedicated to student success and we take special pride in recognizing those students who have accomplished this worthy goal.

On behalf of the faculty of the School of Humanities and Social Sciences, I congratulate you as one of Millersville University's finest student scholars.

Very truly yours,

John N. Short

Acting Dean of the School

MILLERSVILLE UNIVERSITY EVALUATION OF FOUNDATIONS BLOCK SECONDARY FIELD EXPERIENCE

DIRECTIONS: This evaluation form must be completed at the end of the Millersville University Field Experience. The form should be signed by the student and cooperating teacher and returned to the university professor.

TO BE COMPLETED BY THE STUDENT

Name <i>Stacy Snyder</i>	ss# <i>\80085/08</i>	(AND/OR)
Semester (circle one) Fall Spring Summer <u>(</u>	<i>R005</i> Major(s) <i>English</i> year)	(BSE)
Cooperating Teacher / 2K/sha Hargin		AND THE PROPERTY OF THE PARTY O
Name of School A. Academia Charter		The State of the Control of the Cont
MU College Professor (Stenge / Hanich		
Course Title 3//3///	Section Number	Q0/
	AL EVALUATION D BY THE TEACHER	
Please evaluate the student's (1) abilities and skills to effe readiness to begin the preparation to teach.	The state of the s	r students and (2)
3 € COMPETENCY ACHIEVED SUCCESSFULLY = 4	= COMPETENCY ATTEMPTED BUT N A = NOT APPLICABLE	NOT ACHIEVED
	COMPETENCY ACHIE	VEMENT ASSESSMENT
- A. PROFESSIONAL COMPETENCIES	(Circle one)	
Used appropriate language and grammar Demonstrated initiative and enthusiasm	3 2 1 3 2 1	NA STATE OF THE ST
 Completed assignments and met obligations prom Interacted positively with students teacher, and 	ptly 3 2 1	NA EXHBIT
other professionals encountered 5. Assumed adult leadership role in classroom 6. Dressed in clothing appropriate to classroom	$\frac{3}{3}$ $\frac{2}{2}$ $\frac{1}{2}$	NA ZZ
7. Maintained a clean and neat appearance 8. Attended daily	$\begin{pmatrix} 3 & 2 & 1 \\ 3 & 2 & 1 \\ 2 & 1 \end{pmatrix}$	NA NA NA
9. Arrived on time, does not leave early • Comments <u>Adv. Minda A.A. (M. 10)</u>	uniano (3) go 2 si 12 si	NA COLON
BUNSTRUCTIONAL COMPETENCIES OF	the studius	
(We encourage MU students to engage in instruction of groups, or a whole class. These activities are strictly		students, small!!
Engaged in cooperative/collaborative planning Used appropriate instructional methods and materi	21 4	NA LOF
3. Planned for individual differences 4. Demonstrated knowledge of subject matter 2. Section 1.	2 1 2 1 13 2 2	NA NA
Comments Mo Shadee Yumped	Might In and pain	Coyportale
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MILLERSVILLE UNIVERSITY EVALUATION OF PROFESSIONAL BLOCK SECONDARY FIELD EXPERIENCE

DIRECTIONS: This evaluation form must be completed at the end of the Millersville University Field Experience. The form should be signed by the student and cooperating teacher and returned to the university professor.

TO BE COMPLETED BY THE STUDENT		18608	5/1/2	
Student Name: Stacy Snyder	_M# (must have): _	100000	2700	
Course Name: SUPS LA SECONDARY Section:	Semester:	FA _	Year:	- 2
School District: <u>Lampeter-Strasburg</u> School	ol Name: <u>LAM</u>	neter-St.	rasburg	<u>H</u> S.
Teacher Name: Suc Fetteroff	Grade: ////	<u> </u>		Andrew Co.
PROFESSIONAL EV TO BE COMPLETED BY				
Please evaluate the student's (1) abilities and skills to effectively conto begin the preparation to teach.		and your student	s and (2) reading	SS .
EXCEEDS STANDARDS 1=CC	OMPETENCE ACHIEV OMPETENCY ATTEM NOT APPLICABLE	PTED BUT NOT	计二元元件 医流性皮肤炎 化自己产品 医多	
	COMPETENC: (Circle One or I Exceeds a compete	f you feel the stud	lent consistently.	
A. PROFESSIONAL COMPETENCIES	exceeds a compete	ncy, record all A	anter me statente	
 Used appropriate language and grammar Demonstrated initiative and enthusiasm Completed assignments and met obligations promptly Interacted positively with students, teacher, and other 	(3) (3) (4) 3	2 1 2 2 2 1 2 2 2 1 1 2 2 2 1 1 2 2 2 2	NA NA NA	
professionals encountered 5. Assumed adult leadership role in classroom 6. Dresses in clothing appropriate to classroom 7. Maintains a clean and neat appearance	4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	2 1 1 2 2 1 2 1 2 1 2 1 2 1 1 2 1 1 1 1	NA NA NA NA	
8. Attends daily 9. Arrives on time, does not leave early	3	2 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		EH)1817
Comments Stacy Showed up on time ea				
and enthusiastic about participat Professionally written email several B. INSTRUCTIONAL COMPETENCIES	weeks ahe	en me ad to a	oprise me Ver and	ival
 Engaged in cooperative/collaborative planning Used a variety of instructional methods and materials Planned for individual differences 	3 3	2 1 1 2 2 2 1 2 2 1 1 1 2 2 1 1 1 1 1 1	NA 1 e NA NA	P2
4. Demonstrated knowledge of subject matter Comments Students responded very well t	Jacu's h	2 1 ende-on less	NA Tons She	
created great concept maps and	thorough h	andouts.		
Gewen great grant and the	antha Jare 11		(Over Pleas	e)

C. CAREER ATTITUDES	
 Is enthusiastic about the teaching profession Expresses positive opinions about the field Evaluates own performance continuously Dresses in clothing appropriate to classroom Maintains a clean and neat appearance Attends regularly 	3 2 1 NA 3 2 1 NA
7. Arrives on time	3 2 1 NA
8. Is eager to learn from cooperating teacher9. Looks for chances to contribute/interact	$\binom{(k)}{3}$ 2 1 NA $\binom{3}{2}$ 2 1 NA
10, Maintains confidentiality	2 1 NA
Comments Stacy took notes and h	ara Narahana a wala a mata a mata a mata a mata a farahan kata a mata a mata a kata a kata a kata a kata a kata
She also observed other teache	rs and observed Struggling
Students, individualizing instruction Please comment on the over-all experience for this student, n and suggestions for improvement:	
. Stay has great ideas, ingenious	activities and is well planned
She is very professional	
She remards students verbally a	nd Funcibly (and They
loved it!)	
As any beginning teacher S-	acy can work on
lesson pacina	
FINAL COMMENT	
- Julieve Stacy had I	I time manasement
Planning, and Subject-area	DKILA to make
	・日本語彙学を発展できたのできたを記述されています。これでは、これでは、これでは、これでは、一般では、これでは、これでは、これでは、「いった」というという。
Ahe did a great job here	We from
\mathcal{O}	
Susan Jetterall	December 2, 2005
Signature of Cooperating Teacher	Date
Signature of Student	Date
I m Dowell	
Signature of Professor	Date
	7 -12

This information will be shared with appropriate <u>University people</u> working with you in your teacher preparation program.

MILLERSVILLE UNIVERSITY EVALUATION OF PROFESSIONAL BLOCK SECONDARY FIELD EXPERIENCE

DIRECTIONS: This evaluation form must be completed at the end of the Millersville University Field Experience. The form should be signed by the student and cooperating teacher and returned to the university professor.

TO BE COMPLETED BY THE STUDENT						
Charles Gardon		7	11111	MALIA	0	
Student Name: Olu(1) L Ong Ger	M# (must i	have): _ <i>/[</i>		12400	<u> </u>	
(Jan)						
Course Name: Teaching Writing Section: D	Q	F	-1	**	15	
Course Name: /twn///////////////////////////////////	Sem	ester: _ /		Ye	ar: <u>(15</u>	
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chool District: Garden Spot School District chool	ol Name:	witt!	900	1 <u>1719</u> 1	1 CHO	0/
Mail Waidman	Grade:	9th				
eacher Name: ///E// WEIAMAN	Grade: _					
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PROFESSIONAL EV						
TO BE COMPLETED BY	THE TEAC	<u>IER</u>				
lease evaluate the student's (1) abilities and skills to effectively cor	nmmicate wit	h vou and v	your stud	lents and (2) readines	
begin the preparation to teach.	111111111111111111111111111111111111111		our bill	.02.0 22.0	z) rodumos.	
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C. CAREER ATTITUDES					
1. Is enthusiastic about the teaching profession 4	3	2	1	NA	
2. Expresses positive opinions about the field \(\foats\)	3	2	1	NA	
3. Evaluates own performance continuously 4	3	2	1	NA	
4. Dresses in clothing appropriate to classroom 4	3	2	l	NA	
5. Maintains a clean and neat appearance 4	3	2	1	NA	
6. Attends regularly 4	3	2	1	NA	
7. Arrives on time 4	3	2	1	NA	
8. Is eager to learn from cooperating teacher 4	3	2	l	NA	
9. Looks for chances to contribute/interact 4 10. Maintains confidentiality よ	3	2	1	NA NA	
,	J	2	1	IIA	
Comments exceptionally professional					
			_		
Please comment on the over-all experience for this student, noti and suggestions for improvement:				_	
Stacy will become an excellent tear Streents and her passion for educe One area to improve could be to to include proper usage (just a	her. H	ler lo	ve	for	
Str Lents and her passion for edu	cation	are	int	ections	<i>;</i> .
One area to improve could be to	forma	lize	Spe	ech	
	1 . 1				
To Include proper Usage (just a	bit.)				
1 1 . '					
				 	
FINAL COMMENT					
I hope she keeps in touch - in co opening in our faculty,	rse w-	e ha	ve o	en_	
opening in our faculty,				· 	
•					
Mil Well		12	/ד / <i>בי</i> ל	o 5	
Signature of Choperating Teacher		Date			
		Date			
Signature of Student		Date			
~-Buarare of Difficult		Date			
Signature of Professor		Date		•	20/2
				•	

This information will be shared with appropriate <u>University people</u> working with you in your teacher preparation program.

Student Teacher Candidate Stucy

Stage 1 Shadowing, Teacher Interview, Prior-Assessment & Planning with Students in Mind

were all completed and

Exemplary	Superior	Satisfactory	Unsatisfactory
Addresses all questions with	Addresses most	Adequate analysis,	Harmful ideas,
constructive in-depth	questions with	plausible ideas	weak or little
analysis, multiple good ideas	constructive sound	Connections are	analysis, non-
that are used in Unit Plan.	analysis Good ideas	not made explicit	constructive
Insightful connections	that are used in Unit		critique of others
between theory /	Plan		Unexplained
observations of student /	Ideas have consistent		contradictions
suggestions from coop / and	basis,		Inappropriate
planning	Easy to follow		critique of
	formatting	1	teacher

Stage 2

Stage 1

Score

Stage 2 Unit plan overview at	ong with 4-8 consecutive i	essons and lesson refle	ctions
Exemplary	Superior	Satisfactory	Unsatisfactory
Clear, extensive relation to	Clear relation to stage	No explicit relation	Poorly
Stage 1 analysis. Creative,	1 Completely planned	to Stage 1	completed,
thoroughly planned, good	based on supervisor	Completely	unplanned
variety strategies to promote	requirements Many of	planned, including	Formative
student inquiry and critical	the qualities described	some "exemplary"	assessments
thinking, highly	in exemplary present.	qualities	aren't completed
motivational. Variety of			or aren't used in
assessments appropriate to			planning next
students and task Analysis			lesson
of formative assessments is			
specific, useful, and is used			
in planning next lesson			

Stage 3: Summative Student Work Sample Analysis Includes 3 labeled samples

Stage 3 Score_

Stage 3: Summative Student	work Sample Analysis Inc.	ludes 5 labeled sample	S
Exemplary	Superior	Satisfactory	Unsatisfactory
Very detailed analysis of	Specific analysis of	Analysis is general	Samples are not
individuals and class.	samples and whole		provided
Analysis broken down by	class learning	Too much reliance	Analysis is very
objectives	1	on numerical	limited
ì	Constructive, useful	information	
Constructive, insightful	reflection on teaching	without discussion	,
reflection on teaching clearly	clearly connected to	of qualities of	
connected to evidence of	evidence of learning	learning or context	
student learning and	from samples and		. 1
feedback from others.	whole class	Reflection on	
ì		teaching is sound,	
Evidence of positive impact	Evidence of positive	but not explicitly	
on student learning including	impact on student	related to evidence	
struggling students.	learning as a whole	of learning	

Holistic Evaluation (exemplary, Superior, Satisfactory, Unsatisfactory)

- use to assessment to monitor learning and adjust teaching
- Quality planning, high expectations, planned with students in mind

Positive impact on student learning

Holistic

Barry Brini Date 5-2-06

ExHIBIT "5" 10F1 12



Thursday, May 04, 2006

So... Updates!!!!! Current mood: @dorky Category, <u>Life</u>

First, Bree said that one of my students was on here looking at my page. which is fine: I have nothing to hide. I am over 21, and I don't say. anything that will hart me (in the long run). Plus, I don't think that they would stoop that low as to mess with my future. So, bring on the love! I figure a couple students will actually send me a message when I am no longer their offical teacher. They keep asking me why won't apply there. Do you think it would hurt me to tell them the real reason (or who the problem wash?

EXHIBIT "6

Deann Buffington

From:

Nicole Reinking

Sent:

Thursday, May 11, 2006 7:54 AM

To:

Deann Buffington

Subject: FW: Graded Material

Read Stacy's response to my email. She drives me crazy.

----Original Message----

From: Stacy Snyder [mailto:ssmb112801@yahoo.com]

Sent: Wednesday, May 10, 2006 4:31 PM

To: Nicole Reinking

Subject: Re: Graded Material

Nicole,

That sounds fine to me. From our talk the other day, I figured that you would be taking care of the final Hamlet assessment. Thank you for making a sound judgment with the students about the assignment I gave. I know that you have the students' best interests in mind. Thanks for all your help within the units this semester. I have a better understanding of British literature and poetry from the time spent in your classroom. I apologize about this incident because I feel like I didn't finish my job to the fullest extent I could have.

I just wanted to let you know that I appreciate all the help you have given me this semester. I am sorry that we had to end on the terms that we are on, but I want to assure you that anything being questioned wasn't about you, any staff member, or any student at CVHS. I would not stoop so low as to talk about someone behind their back in an online forum. I just wanted to clarify that before I spoke with you tomorrow.

Once again, even though it isn't under the best circumstances, I look forward to meeting with you and removing the problem at hand.

Thanks,

Stacy

Nicole Reinking < nicole reinking@cvsd.k12.pa.us > wrote:

Hi Stacy,

EXHIBIT 7"

I'm emailing to clear up any confusion that there may be concerning work from the students. Barry Girvin just left CV with a few items of make-up work from blocks one and three. Block two did not turn anything in to me. Please just enter the grades you can, and I will take care of closing out the gradebook without a problem. I can make decisions on collecting or exempting any delinquent work from your Macbeth unit.

10+2

Otherwise, many students had questions that I could not answer this week concerning the Hamlet...... assignment you gave them. Therefore, I made the decision to tell those who were able to complete the assignment to hold on to it. If I can incorporate it somehow into my assessments, I will. Those

CVSD 183

students who were absent or confused were instructed to disregard the assignment. You will not need to grade any additional work from the students. Ultimately, I will handle and assign any *Hamlet* unit grades for all three blocks.

Thanks, Nicole

New Yahoo! Messenger with Voice. Call regular phones from your PC and save big.

20/2

CVSD 184



The One-Hundred and Fiftieth Annual Commencement

Saturday, the Thirteenth of May Two Thousand Six Ten o'Clock a.m.

Millersville, Pennsylvania

EXHIBIT 8

Katharine A. Scull

BA Social Work

Amber Leigh Seitz

BA International Studies
BA Spanish

Kathryn Leigh Seres
BS Speech Communication

Janelle Cindee Shank

BA Social Work

Destinee Ann Shank-Otto

BSE Social Studies Education

Scott W. Shaw 1

BA Geography

Justin Sheaffer 1

BFA Art

Zhu Shengdong

BS Business Administration

Kathleen Joan Sherry, BSE English

Valentina Corinne Sherry BA History

Rebecca Jane Shirk

BA Social Work

Samantha Lynne Shrawder 1

BS Speech Communication

Kirsten Leigh Shull
BS Business Administration

Jason Todd Shultz BA Sociology

Megan R. Shultz

Fawn Elizabeth Smith

BA Government & Political Affairs

BA Psychology

Katie Christine Smith

Nicholas K. Smith

US Business Administration

Timothy D. Smith

BA English

Biljana Smitran 1

BA International Studies

Stacy Lee Snyder

BSE English

Martina Irmgard Soden

BA Geography

Katharine Sosinski

BS Speech Communication

Sophorn Sou

BS Business Administration

Daniel J. Spaide I

BS Business Administration

Erin L. Sparmblack

Michael Jason Spurr

BA History

Andrew Ben Stadler
BA History

Eric R. Stas

BS Business Administration

Sarah E. Steiger BS Business Administration

Timothy David Stier

BA English

Andrea Lynn Stoltzfus

BSE Art Education

Michelle DeeAnn Stoltzfus
BSE Music Education,

Lawrence John Stopper Jr.

BS Business Administration

Jerma E. Strobl²
BS Speech Communication

Cristen A. Stump

BA Sociology

Jonathan S. Stunkard

BA Sociology

Herbert L. Suereth IV

Bridget Ann Sullivan
B\$ Speech Communication

Roshontia A. Swartswelder

BA Social Work

Dawn Marie Tansi

BA Social Work

Ryan J. Tegimeyer

BSE Social Studies Education

Renae F. Thomas 1

BA Social Work

William J. Thompson
BA Art

Marc R. Thorne

BSE Social Studies Education

Sarah Victoria Timtishin

BS Speech Communication

Bradford Topping

BA English

Laura Elizabeth Travis 1

BA Music

Adam Michael Trone

85E Social Studies Education

Beth Rachel Trout

BA History

James Edward Tulos

RS Business Administration

BS Speech Communication

Alexander R. VanTassel III

BS Business Administration

Efrain Daniel Vazquez¹
BA Covernment & Political Affairs

Denise Vega BSE English

Kristin M. Vespignani

BA Social Work

Michael P. Vigoda III

BA History

BA Government & Political Affairs

Christina Soan Vu 1

Dana Waldner

BS Business Administration

Holly Christina Walker

BSE English

Kelly Lee Walraven

BS Business Administration

Jessica Mae Waltz¹ BA English

Amy M. Wandling
BS Speech Communication

Matthew S. Ward

Jennifer Wascavage
BS Business Administration

Kimberly J. Watkins BA Social Work

Emily Cowell Webster
BS Speech Communication

Michelle Marie Wenzel¹ BA English

Elisa Michelle Wheeler

BA History

Ashley Lynn White

Meghan R. Whitman
BS Speech Communication

Robert Bernard Whittaker
BS Speech Communication

Richard S. Wiegand BA Art

Andrew Thomas Wildman Jr.

BSE Social Studies Education

Ryan Dalc Wile

BS Business Administration

Jason Michael Williams
BS Speech Communication

Michele S. Williams-Ober

BA Social Work

Brian Andrew Witkowski BA History

Anne C. Wonsettler

BA Government & Political Affuirs

Dennis C. Wood

BS Bushuss Administration

Dina Xapakdy

BS Business Administration

S. Michael Yetter
BA Sociology

Steven J. York

Steven J. 101K BS Business Administration

Jennifer L. Youndt BSE English



Dean of Education. 717-872-3379 Fax: 717-872-3856

May 15, 2006

Ms. Stacy Snyder 847 Bunker Hill Road Strasburg, PA 17579

Dear Stacy:

This letter is being sent to you in response to your appeal held in my office on Monday, May 15, 2006. I reviewed the additional material you submitted to me as well as the other materials that were submitted regarding your student teaching experience. I regret to inform you that I am not able to grant your appeal. However, I am pleased that we were able to make the exceptions necessary to allow you to graduate on time with a Bachelors of Arts degree in your discipline.

I wish you the best and hope that you will continue your educational pursuits at the graduate level as we discussed this morning.

Sincerely,

D#. Jane S. Bray

Dean, School of Education

/cis

: Dr. Judith Wenrich, Student Teaching Coordinator

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EXHIBIT "9"

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EXHIBIT 10F2

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