

# MORAVIAN UNIVERSITY

# HANDBOOK

## FIELD EXPERIENCES STAGES 1, 2,3 & STUDENT TEACHING - STAGE 4


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**MISSION STATEMENT**

*Moravian University offers programs to prepare and certify students for careers in teaching in elementary and secondary schools. The University believes that a teacher is best prepared through a program which integrates the principles of liberal education with concentrations of study in an academic discipline and in teaching, combined with extensive field experiences in the schools.*

The content of this document is accurate at the time of publication but is subject to change periodically as deemed appropriate by the University and Education Department to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless otherwise stated, are effective when made. Pre- service teachers will be informed of changes by the Director of Field Experiences. **- REVISED NOVEMBER 2026**

## Introduction

This handbook has been developed to promote understanding of the Moravian University Pre-Student Teaching Program (Field Experiences). Included are the roles and responsibilities and related content of those involved in the program, as well as a description of the evaluation procedures that have been developed to be consistent with a reflective teaching practice. Contents of this handbook should be read carefully.

These experiences, in large part, are a network of relationships. Each person involved should have a clear understanding of how their responsibilities relate to the program. Please understand and adhere to all the contents outlined herein.

Teacher certification requires candidates to meet academic standards established by the Pennsylvania Department of Education (PDE), including a **minimum cumulative GPA of 3.00**. To support students in reaching this requirement, the Education Department has established academic progression benchmarks.

Students must earn **at least a C+ in all 100-level EDUC courses—including the required MATH courses** —to stay on track for upper-level coursework and ultimately meet the GPA requirement for teacher certification.

Students must have a minimum **cumulative GPA of 2.8** to enroll in 200-level EDUC courses or higher. This requirement applies to all upper-level EDUC coursework, including courses taken prior to formal admission to the Education Program.

To apply for admission to the Education Program (typically at junior standing or its credit equivalent), students must have a minimum cumulative GPA of 3.00. Once admitted to the program, students must maintain a cumulative GPA of 3.00 to remain enrolled. In addition, students must maintain a minimum GPA of 3.00 in their EDUC coursework.

Students who fall below the required GPA standards may be subject to review by the Education Department and may be advised to pursue a degree pathway outside of teacher certification at the discretion of the department.

We value your input and participation in our field experiences program. Any questions, concerns, or feedback should be directed to the Director of Field Experiences.

## Goals of Pre-Service Teachers

- be prepared scholars, as well as teachers,
- possess a solid grasp of content to be taught,
- be committed to the academic success of all their students,
- be concerned with the personal, as well as intellectual, development of your students,
- utilize pedagogical strategies that are firmly grounded in empirical research and systemic reflection of practice,
- understand the value of continuing professional development,
- teach in response to the diversity of students in your classrooms.

The Education Department at Moravian University continually adapts the teacher preparation programs, experiences, and courses so that our pre-service teachers benefit from and are exposed to the most current, proactive teaching approaches in education.

The Education Department reserves the right to change the contents of this handbook. Pre- service teachers will be informed of changes by the Director of Field Experiences.

## Declaration of Major Process for Education

A way to check on whether you have declared your Education major (e.g., Early Childhood, Mathematics, Social Studies, Special Education, etc.) would be to look at the top of your unofficial transcript. Another way would be to see if you have a specified Education advisor.

To declare your major in Education, log onto AMOS and select the College Students page. Then click “Forms” from the left side of the menu. You will see the link for the Declaration/Change Form to complete.

If the space marked “Major” is empty or incorrect, or you are not assigned an Education advisor, you need to complete this process.

# POLICIES AND PROCEDURES COMMON TO ALL FIELD EXPERIENCES

## Required Clearances (For ALL Field Experience Pre-Service Teachers)

The Pennsylvania Department of Education requires that ALL pre-service teachers participating in any field experience (Stages 1 through 4) obtain the documents listed below. All documents must be received by the Education Department before the pre-service teacher will be permitted to participate in or placed in any Education course with a field experience. For additional information clearances, please contact the Director of Field Experiences.

Clearances must:

- Be updated annually, as they expire one year from the date of issuance.
- Be valid for the entire semester in which the field experience occurs.
- Indicate that **NO RECORD EXISTS.**

**FBI Federal Criminal History Record (Act 114) –** Details concerning the fingerprinting process are found at **https://uenroll.identogo.com/**. Enter **service code 1KG6RT** and then follow registration procedures to schedule an appointment. After registering online, go to one of the fingerprinting locations listed. An unofficial copy of your results will be emailed to you from PA SAFE CHECK. **Please note that the email link is a one-time only access URL.**

**The Pennsylvania State Police Criminal Records Check (Act 34) -** This clearance can be obtained by logging on to **https://epatch.pa.gov/home .** Select ***Submit a New Record Check*** *(**not** New Record Check- Volunteers Only)* and complete the required information. You may select ***OTHER*** under ***Reason for Request***. Save the certificate displaying the Pennsylvania state seal and submit to SafeBox.

**Pennsylvania Child Abuse History Clearance (Act 151) -** Submit an application online by first creating a Child Welfare Account and completing the information electronically through the Child Welfare Portal: **https://www.compass.state.pa.us/cwis/public/home.** For ***Purpose of Certification***, select the ***SCHOOL employee governed by the Public School Code*** option. See the FAQ section labeled *Clearance Application* for additional information. Save and submit this clearance to SafeBox.

**Mandated Reporter Training and Certificate (ACT 31) -** You will need to complete a registration form at **https://www.reportabusepa.pitt.edu** free of charge. Click the registration link to enter your credentials with a username and password. Upon completion of the training, you will receive a certificate which is valid for five years. Save and submit this certificate to SafeBox.

**TB (Mantoux) test:** Pennsylvania state law requires that all school students in a field placement be tested for TB. **TB tests are good for one year and must be valid at the time of your experience**. Students will be able to have this test administered at the Moravian University Health Center for a small fee. Test results must be signed by a nurse or a physician and submitted to SafeBox.

**ACT 24** – will be provided by the Education Department. Once completed, submit to SafeBox.

**Dress, Conduct, and Attendance Agreement** – will be provided by the Education Department. Once completed, submit to SafeBox.

***NOTE:** It is important that the pre-service teacher **keep original clearance documents accessible**, as they will be required to present them at all their field placements.*

## Liability

Pre-service teachers participating in all education field experiences are covered under the General Liability section of the University insurance policy. If a pre-service teacher creates a liability situation causing bodily injury or property damage to a third party, the University policy would defend the pre- service teacher. The pre-service teacher will be defended against claims that they were negligent, and the University's carrier will pay damage claims which arise from such negligence. However, if they engage in wrongful conduct which could be found to be intentional, they should not presume that they have liability protection, and under certain circumstances, the University may be precluded by law from coming to their aid.

Stage 1 and 2 pre-service teachers participating in field experiences are not considered to be employees of the University or any school district. They are not paid, and their work is part of their curriculum. If there would be an injury, the pre-service teacher's personal medical or accidental policies would respond. (Pre-service teachers in field experiences may obtain additional liability coverage by becoming student members of PSEA and NEA for the entire school year.

## Pre-Service Teachers with Disabilities

Moravian University actively seeks to accommodate pre-service teachers with disabilities during their coursework, their field experiences, and their student teaching. A pre-service teacher with a disability who intends to participate in any field experience must follow the University's policy for documentation of the disability and must inform the Education Department Director of Field Experiences of required accommodations well in advance of the field experience in order for the department to make appropriate arrangements. The pre-service teacher should sign a release – available from the Assistant Director of
Academic Services for Academic and Disabilities Support – so that information concerning the disability and accommodations can be shared with mentor teachers and other appropriate personnel.

The Education Department will work actively to secure appropriate accommodations that are consistent with school district policies and state certification requirements. Because of the nature of the field experiences, such accommodations may be very different from those available in other courses. Specifically, accommodations that comprise the essential character of the field experience cannot be provided and are not legally required.
Pre-service teachers with questions about accommodations during field experiences should address them to the Director of Field Experiences and to the Assistant Director of Academic Services for Academic and Disabilities Support.

## Harassment and Inappropriate Conduct

Moravian University is committed to providing a campus community in which all members are treated with respect and dignity, and which is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive. Sexual harassment within the Moravian community is unlawful, as is harassment based upon race, color, religion, national origin, disability, age, or membership in any other protected group. It is also unlawful to retaliate against a member of the campus community for filing a complaint or for cooperating in an investigation of harassment.

Please review the full policy on the Moravian University website:
https://www.moravian.edu/policy/harassment-discrimination

## Academic Honesty

The Moravian University policy on academic honesty will be followed. Please refer to
https://www.moravian.edu/catalog/academic-regulations/academic-code-of-conduct

## Policy Governing School Placements

Pre-service teachers will not be placed for field experiences in school districts where they or their relatives are employed or in schools where their children, siblings, or other relatives attend.

While seeking the best possible student teaching and field experiences for our pre-service teachers, the Education Department must always consider its responsibilities to the schools that accept our pre-service teachers as guests. Pre-service teachers should therefore be aware that all decisions regarding student teaching and other field placements reflect not only their need for professional development, but also the needs and requirements of the host schools. Pre-service teachers are required to secure their own transportation to and from field experience placements.

## Attendance

The pre-service teacher will attend the field experience as assigned. The pre-service teacher will be punctual. Lateness is considered unprofessional and may be viewed as an unexcused absence.

No more than 3 approved absences (for illness or emergencies) are permitted.

In the event of an absence, **the pre-service teacher will contact the mentor teacher, course instructor, and the Director of Field Experiences in the morning (before 7:00 A.M.) in one email chain.** It is the responsibility of the pre-service teacher to obtain all the necessary contact information for the notices. Pre-service teachers are required to complete any field experience hours for which they were absent.

**Appropriate documentation is required for all absences.** Official written documentation of treatment for an illness or personal emergency must be provided to the Director of Field Experiences. Documentation may be provided by a health practitioner, Moravian University's Health Center, Academic Support Office, or Counseling Center for any absences.

Any unexcused absence may result in a Notification of Non-compliance and a potential failing grade.

## Regulations for Dress, Conduct, and Attendance

Moravian University Education Department pre-service teachers who participate in any field experiences, are expected to act and dress professionally, demonstrate good personal health and hygiene, and be positive role models.

Pre-service teachers are required to sign the Dress, Conduct and Attendance regulations of Moravian University and review the same of the school districts in which they are placed. If there are any questions regarding appropriate dress, conduct or attendance, please contact the Director of Field Experiences.

## Moravian University Consequences for Dress, Conduct, and Attendance Violations

If any entity hosting a Moravian University pre-service teacher contacts the Director of Field Experiences, a supervisor, or a professor with a concern, the Field Experience Notification of Non-compliance form will be used to document the concern. This form will be reviewed with the student and placed in the student's folder. Copies of this report will be given to the student, the involved professor(s), the Education Department Supervisor(s), and any other district or agency personnel as deemed appropriate by the University.

Depending on the severity of the infraction, the pre-service teacher's grade may be affected and/or the student may be removed immediately from the placement. Removal from a placement for dress, conduct or attendance violations may result in a failing grade for the course and prevent the pre-service teacher from enrolling in any education courses that involve field experiences. Refer to the *Policy for Early Termination of a Field Experience Placement* in the Education Department handbooks.

***First Offense:***

- The Director of Field Experiences, along with any member of the Education Department will meet with the pre-service teacher to discuss the concern.
- The Director of Field Experiences will complete a Notification of Non-compliance Form to be shared with the student. The form will be signed by all related parties and placed in the student's file.

***Second Offense:***

- The pre-service teacher may be removed from the placement. The Director of Field Experiences will amend the Notification of Non-compliance Form to reflect the placement removal. The form will be signed by all related parties and placed in the student's file. The student may not receive another placement.

## Policy for Satisfactory Performance

Field experiences are an integral component of all teacher certification programs at Moravian University and are concerned first and foremost with educating the children they serve.

Field experiences have been integrated into coursework at all levels of the program as follows:

Stage 1 & 2 Field Experiences – 40 hours minimum per experience
Stage 3 Pre-student Teaching – up to 150 hours minimum
Stage 4 Student Teaching – up to 14 weeks minimum

Satisfactory performance in Stage 1 and 2 field placements as evidenced by the mentor teacher's evaluation and/or an Education Department supervisor's evaluation is a prerequisite for admission into Moravian University's teacher certification program.

Satisfactory performance in the Stage 3 Pre-student Teaching experience as evidenced by a mentor teacher's evaluation and/or an Education Department supervisor's evaluation is a prerequisite for admission into the Stage 4 Student Teaching professional semester.

Satisfactory performance in Stage 4 Student Teaching as documented on Pennsylvania Department of Education (PDE) Form 430 is required for Pennsylvania state teacher certification.

School districts and other educational agencies invite Moravian University pre-service teachers to complete required field experience placements as guests and provide placement as a courtesy to the University and its pre-service teachers. Such placements remain a privilege rather than a right. At all times, pre-service teachers are invited guests of the district or agency. As such, they are responsible for adhering to the rules, regulations, policies, and procedures for professional employees of the district or agency.

All Moravian University field experience pre-service teachers are also expected to strictly adhere to the Education Department's Field Experiences Guidelines for Dress, Conduct, and Attendance, the Pennsylvania Code of Professional Practice and Conduct for Educators.

## Unacceptable Behavior and/or Performance in School Districts, Educational Agencies and/or Moravian University

Hosting school districts and educational agencies of field experience placements, as well as Moravian University reserve the right to terminate those placements unilaterally if the behavior and/or performance of the pre-service teacher is unacceptable to any of the parties involved with the placement. In such instances, notification of unacceptable behavior and/or performance will be forwarded to the Director of Field Experiences.

The Director of Field Experiences, in consultation with the Education Department Course Instructor, Placement Supervisor, Department Chair and any other personnel deemed appropriate by the University, will document the concerns reported by completing a Notification of Non-compliance Report and will share with all related parties. The pre-service teacher must respond in writing within five (5) business days of receiving the report.

Copies of this report will be given to the pre-service teacher and will be placed in the student's file.

The Director of Field Experiences and the Education Department Chair, in consultation with any and all related parties will review both the form and the pre-service teacher's response. A decision will be made to either terminate the pre-service teacher's certification program status or to instruct the Director of Field Experiences to make a field placement reassignment when possible. The pre-service teacher may appeal the decision within five (5) business days of receiving the response. Note even if a reassignment is authorized, it may be logistically impossible to make such a placement until the start of the next academic semester. Any and all related parties will be apprised of the outcomes.

Removal from a field experience placement for unacceptable behavior and/or performance may result in a failing grade for the Education Department course that requires the field experience placement. A pre- service teacher removed from a field experience placement for behavior and/or performance deemed unacceptable is not permitted to enroll in any further student teaching courses unless the student has obtained explicit permission in writing from the Education Department Chair.

The Education Department (at its own discretion) may also issue a remediation plan, which the student teacher must complete successfully before getting authorization to continue with any other placement.

## Code of Professional Practice & Conduct for Educators

Moravian

- Professional Dispositions & Requirements
- Self-Assessment Checklist

Pennsylvania

- Model Code of Ethics for Educators (MCEE)
- PA Code of Professional Practice and Conduct (Chapter 235)
- Professional Educator Discipline Act (Chapter 237)

# THE STAGE 1 & 2 FIELD EXPERIENCE

## Overview

The purpose of the Stage 1 & 2 Field Experience is to provide pre-service teachers with appropriate classroom experiences at the introduction of their course work. These experiences are meant to help the pre- service teacher determine if teaching is an appropriate career choice. For those pre-service teachers who decide to pursue teacher certification, the field experiences will progress from the Stage 1 & 2 Field Experiences to Stage 3: Pre-student Teaching and finally, Stage 4: Student Teaching. All field experiences are directly related to material presented in the various education courses.

The following section of the handbook has been developed to promote understanding of the Stage 1 & 2 Field Experiences. It consists of procedures and guidelines which are required for all pre-service teachers involved in this field experience. Everyone involved in the Stage 1 & 2 Field Experience Program should read the entire program description carefully.

Any concerns should be directed immediately to the Director of Field Experiences.

## Roles and Responsibilities of the Mentor Teacher

Mentor teachers for all field experiences are selected because of their willingness and ability to mentor, their excellence in teaching, their knowledge of best teaching practices and their devotion to the teaching profession.

As a mentor teacher for any field experience, you provide a valuable opportunity for our pre-service teachers to observe a teaching professional and participate in a classroom setting. During the field experience, pre-service teachers are expected to participate in a classroom setting. During the field experience, pre-service teachers are expected to participate in daily classroom activities and interact with small groups. Please remember that Stage 1 & 2 Field Experience pre-service teachers may not be left alone with your class at any time.

To ensure clarity of purpose and expectations, pre-service teachers are directed to share the information presented in this handbook and their course(s) syllabus(i) with you during the first week of the experience.
Along with other course requirements, the integrated use of technology to support academic standards is stressed in all education courses. Moravian University asks that you accept only the best from its pre- service teachers and that you do this in an atmosphere of gentleness and support.

Specifically, the Education Department asks our valued mentor teachers to:

1. Be a role model and mentor.
2. Discuss your philosophy of teaching.
3. Share your classroom and school policies and procedures regarding discipline, signing in/out,

parking, fire drills, snow days, lockdowns, etc.

4. Discuss issues regarding curriculum, assessment, classroom management, record keeping, etc.
5. Share information regarding support services and special programs.
6. Share information regarding IEPs, Section 504 plans, health plans and strategies for English language learners.
7. Demonstrate the integration of technology in the curriculum.
8. Collaborate with the Education Department in evaluating the strengths and needs of the pre-service teacher.

## Evaluation

A portion of the pre-service teacher's final grade is determined by the mentor teacher's evaluation. We ask that the competency rubric be used throughout the experience as a reference tool. In addition, we ask that midway through the experience the mentor teacher informally reviews the evaluation form with the pre- service teacher. This will help the pre-service teacher evaluate his/her performance and allow time for any necessary changes to occur. The final evaluation is to be shared with the pre-service teacher and then sent to fieldexperience@moravian.edu by the date indicated in the initial communication.

## Roles and Responsibilities of the Stage 1 & 2 Field Experience Pre-Service Teacher

The Stage 1 & 2 Field Experience is an opportunity for pre-service teachers to explore the world of schools, students, classroom teaching and educator responsibilities while still being given extensive support and direction. This exploration will allow you to have a better personal sense of the teaching profession. Since this could be a first or second experience as a pre-service teacher, the pre-student teacher's involvement in the classroom should be substantive, but far less than when they student teach. We encourage students to take full advantage of this opportunity.

The following suggestions are guidelines which may be adjusted to coordinate with the specific needs of the mentor teacher's classroom. The Education Department intends this to be a rewarding experience and will assist in any way to ensure this objective. After review of the information provided, consult with your professors, mentor teachers, and the Director of Field Experiences with any questions that may arise.

**Teaching:**
The primary task for Stage 1 & 2 pre-service teachers should be working with students in some educational capacity. The most appropriate context for such work would be either in small groups or with individual students.

Some examples of such activities: helping students with basic skills such as in reading groups or math groups; working with students on special projects; working individually with students on assignments; tutoring students who need additional support.

In some instances, the pre-service teacher might work with the whole group. This should be the exception and not the rule. Whole group work should be done only when the mentor teacher and the pre-service teacher feel the activity is appropriate. If such whole group teaching does occur, the pre-service teacher must present a plan to the mentor teacher 48 hours prior to teaching the lesson. The more contact a pre-service teacher has with students (especially in a teaching- learning situation) the more the pre-service teacher will accomplish.

**Observation:**
The pre-service teacher should spend some time observing the mentor teacher and other teachers in the building.

**Conversation:**
It is highly recommended that a pre-service teacher discuss the nature of the profession with the mentor teacher. The following are suggested discussion items:

*Philosophy of teaching*
*Classroom curriculum, assessment, management, etc.*
*Classroom support services and special programs*
*IEPs, Section 504 plans, strategies for English language learners*
*Integration of technology in the curriculum to support academic standards.*

**In addition, the following procedures and protocols should be adhered to:**

- Send a letter of introduction which has been carefully proofread to the mentor teacher prior to starting the experience.
- Properly introduce yourself to the principal, administrative assistants, teacher assistants, custodians, and other support staff. Address all personnel with the appropriate title & surname.
- Attend the field experience for the agreed-upon times and duration for a minimum of 40 hours. Complete the provided Field Experience Log. Final logs should be submitted to the course instructor.

  Be punctual. Unexcused absence or lateness is unprofessional behavior and will adversely affect the pre-service teacher's final evaluation and may result in termination of the field experience at any stage.

  Contact the mentor teacher and the Director of Field Experiences in the morning before 7:00 A.M. if you need to be absent from or late to your placement. Be responsible for obtaining all necessary contact information. E-mail the Director of Field Experiences immediately regarding any changes in schedule.
- Share the course(s) syllabus(i) with the mentor teacher during the first week of the experience to ensure completion of course expectations.
  - Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
  - Follow the Moravian University Field Experience Guidelines for Dress, Conduct and Attendance.
  - Follow all school and District procedures for signing in/out, parking, all emergency protocols, etc.

***WORDS OF ADVICE***

*Help the mentor teacher find a meaningful role for you in the classroom. Remember that, as a pre-student teacher, you must always conduct yourself in a professional manner with the mentor teacher, other staff members, and students.*

## Attendance

The pre-service teacher will attend the field experience as assigned, for a minimum of 75 hours, for each semester (Fall and Spring), as designated by the Pennsylvania Department of Education.

The pre-service teacher will be punctual. Lateness is considered unprofessional. Lateness may be viewed as an unexcused absence and will adversely affect the pre-service teacher's final evaluation and may result in termination of the field experience at any stage.

No more than 3 approved absences are permitted. Appropriate documentation is required for all absences. Any unexcused absence may result in a Notification of Non-compliance and a potential failing grade.

In the event of an absence, **the pre-service teacher will contact the mentor teacher, course instructor, and the Director of Field Experiences in the morning (before 7:00 A.M.) in one email chain.** It is the responsibility of the pre-service teacher to obtain all the necessary contact information for the notices. Pre-service teachers are required to complete any field experience hours for which they were absent.

E-mail the Director of Field Experiences immediately regarding any changes in schedule.

# THE STAGE 3 FIELD EXPERIENCE

## Overview

Moravian University's Stage 3 Pre-Student Teaching Program is an opportunity for the pre-service teacher to experience the daily management of a classroom as well as the planning and presentation of lessons prior to student teaching. The pre-service teacher will spend a minimum of 75 hours in the placement for each of two semesters (150 hours total). During this time, the pre-service teacher will plan, prepare, and present a minimum of two formal lessons per experience in each appropriate content area and develop instructional materials and media.

## Roles and Responsibilities of the Stage 3 Mentor Teacher

Mentor teachers for all field experiences are selected because of their willingness and ability to mentor, their excellence in teaching, their knowledge of best teaching practices and their devotion to the teaching profession.

The mentor teacher is asked to provide a valuable opportunity for our pre-service teachers to observe a teaching professional and participate in a classroom setting. During the field experience, pre-service teachers are expected to participate in daily classroom activities and work with individual students and small groups. Stage 3 Field Experience pre-service teachers should not be left alone with a class at any time.

To ensure clarity of purpose and expectations, pre-service teachers are directed to share with the mentor teacher the information presented in this handbook and the course(s) syllabus(i) during the first week of the experience. Other course requirements and the integrated use of technology to support academic standards is stressed in all education courses. Moravian University asks that only the best is accepted from our pre-service teachers and that you do this in an atmosphere of gentleness and support.

Specifically, the Education Department requests the mentor teacher to:

- Be a role model and mentor.
- Discuss a strong philosophy of teaching.
- Share classroom and school policies and procedures regarding discipline, signing in/out, parking, fire drills, snow days, lockdowns, etc.
- Discuss issues regarding curriculum, assessment, classroom management, record keeping, etc.
- Share information regarding support services and special programs related to the placement.
- Confidentially share information regarding IEPs, Section 504 plans, health plans and strategies for English language learners.
- Demonstrate integration of technology in the curriculum.
- Collaborate with University personnel in evaluating strengths and needs of the pre-service teacher.
- Complete and return the Stage 3 evaluation by the end of the experience.

## Evaluation

The pre-service teacher will receive a letter grade for the teaching experience based on mandated competencies, the mentor teacher's Stage 3 evaluation, the course instructor's assessment, and the pre-service teaching portfolio.

The Stage 3 evaluation shall be used to closely evaluate the student's abilities and performance toward becoming a teacher. Additionally, midway through the experience, the mentor teacher may informally review the evaluation with the pre-service teacher to help evaluate performance and allow time for any necessary changes to occur. The final evaluation should be shared with the pre-service teacher prior to submission. Please email the completed, signed and dated final evaluation to fieldexperiences@moravian.edu.

## Roles and Responsibilities of the Stage 3 Pre-service Teacher

The Stage 3 experience is the precursor to the final stage of the certification process, Stage 4: Student Teaching. It is an opportunity to become closely involved with the classroom teachers and responsibilities while still being given extensive support and direction. The following suggestions are guidelines which may be adjusted to coordinate with the unique needs of your mentor teacher's classroom. The experience should be a rewarding learning experience for all involved in the placement.

The pre-service teacher should become familiar with:

- Classroom curriculum materials
- The mentor teacher's philosophy of teaching
- Classroom record keeping, management techniques, and support services
- Provisions for differentiated instruction
- Methods of assessment
- Integration of technology in the curriculum to support academic standards
- Strategies to teach children with disabilities and children with cultural, linguistic diversity

In addition, the following procedures and protocols should be adhered to:

- Send a letter of introduction which has been carefully proofread to the mentor teacher prior to starting the experience.
- Properly introduce yourself to the principal, administrative assistants, teacher assistants, custodians, and other support staff. Address all personnel with the appropriate title & surname.
- Complete the provided Field Experience Log. Final logs should be submitted to the course instructor.
- Share the course(s) syllabus(i) with the mentor teacher during the first week of the experience to ensure completion of course expectations.
- Present lesson plans for the mentor teacher to initial and approve at least 48 hours before the lesson's delivery. Failing to meet this guideline will result in not teaching the lessons.
- Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
- Follow the Moravian University Field Experience Guidelines for Dress, Conduct and Attendance.
- Follow all school and District procedures for signing in/out, parking, all emergency protocols, etc.

## Attendance

The pre-service teacher will attend the field experience as assigned, for a minimum of 75 hours, for each semester (Fall and Spring), as designated by the Pennsylvania Department of Education.

The pre-service teacher will be punctual. Lateness is considered unprofessional. Lateness may be viewed as an unexcused absence and will adversely affect the pre-service teacher's final evaluation and may result in termination of the field experience at any stage.

No more than 3 approved absences are permitted. Appropriate documentation is required for all absences. Any unexcused absence may result in a Notification of Non-compliance and a potential failing grade.

In the event of an absence, **the pre-service teacher will contact the mentor teacher, course instructor, and the Director of Field Experiences in the morning (before 7:00 A.M.) in one email chain.** It is the responsibility of the pre-service teacher to obtain all the necessary contact information for the notices. Pre-service teachers are required to complete any field experience hours for which they were absent.

E-mail the Director of Field Experiences immediately regarding any changes in schedule.

# STAGE 4: STUDENT TEACHING
# GENERAL POLICIES AND PROCEDURES FOR ALL STUDENT TEACHERS

## Overview

The student teacher is now given the responsibility for designing others' learning experiences. During this period of transition, it is understood that it is a time of mixed emotions, certainly excitement, but there may also be underlying tension and anxiety at times. To assist with and promote a positive experience for all related parties, please be mindful of all the outlined roles and responsibilities contained in this handbook.

The following guidelines and procedures have been developed to promote this understanding. It consists of a statement of the roles and responsibilities of those involved in the teacher education program and a description of the evaluation procedures which have been developed to be consistent with a reflective model of teacher education. This handbook will attempt to address frequently asked questions and best practices.

Everyone involved in the teacher education program – student teachers, cooperating teachers, and Education Department supervisors – should read this entire section of the handbook carefully even though certain sections are devoted to specific roles. Since the student teaching experience is, in large part, a network of relationships, each person involved should have a clear understanding of how the responsibilities relate to the responsibilities of others in the program.

Because evaluation is a critical part of this program, everyone should understand and adhere to the procedures outlined in each of the following sections of this handbook.

Questions, comments, and suggestions are invited. These valuable contributions should be directed to the Director of Field Experiences.

### Attendance

The student teacher is expected to be in attendance every day, all day, from the teachers' sign-in time to the teacher's dismissal time. (This is, of course, the minimal time requirement.) The student teacher needs to be present for the teacher's entire contractual day. During the student teaching period, the calendar of the placement will be followed, not the Moravian University calendar, unless otherwise directed by the Director of Field Experiences.

A student teacher may be absent from the placement for the following reasons only: illness, a personal emergency, attendance at a professional meeting associated with student teaching, an interview for a teaching position, or admission to a graduate school. Absences for reasons other than illness or personal emergency must be approved in advance by the Director of Field Experiences. Unexcused absences or lateness is deemed as unprofessional behavior and may affect the student teacher's final evaluation and may result in termination of the placement.

Notification of any absences must be communicated in one email thread to the Director of Field Experiences, the cooperating teacher and the Education Department supervisor. If there are more than 3 excused absences in a student teaching experience , the excess absences must be made up through consultation with the Director of Field Experiences, Education Department supervisor, and cooperating teacher.

For all absences, the following procedure must be followed:

1. E-mail the Director of Field Experiences, the Education Department Supervisor and cooperating teacher in one email thread by 7:00 AM on every day of an absence.
2. Plan meaningful work for the students to do in your absence. A coherent plan that can be carried out by the cooperating teacher or substitute must be delivered either directly to the cooperating teacher or to the school in a timely manner.

Provide the Director of Field Experiences official written documentation for absences. Unexcused or unreported absences may result in termination of and/or a failing grade for your student teaching experience.

## Use of Student Teachers as Substitutes

See Substitute Teacher Policy and Procedures for Student Teachers included at the end of this handbook.

## Graduation and Certification

The student teacher is responsible for verifying the completion of degree requirements. Initiating the application for certification through the Pennsylvania Department of Education may be completed with the assistance of the Education Department's Program Coordinator.

## Obtaining and Maintaining Teacher Certification

Pennsylvania Department of Education (PDE) utilizes the Teacher Information Management System (TIMS) to collect and manage data related to professional educators in Pennsylvania. TIMS incorporates an online application process for Pennsylvania teacher certification.

Eligible students must first create credentials on the Keystone log in site. It is important to make note of the username and password created as this will be needed to access and enter the TIMS application portal. Once in TIMS, a new credential application needs to be created. Please note that a fee will be required to complete the application process.

Applications should only be completed in TIMS once the student has successfully completed an undergraduate degree program, successfully completed all required coursework and student teaching, and successfully completed and passed all required Praxis and/or PECT testing.

Questions on how to complete a TIMS application may be directed to the Education Department's Program Coordinator.

Questions regarding application status should be directed to PDE, as only they can make corrections, assist with errors, and provide status updates. Moravian's role is to verify completion of the educator preparation program and eligibility for certification.

Once the application has been submitted, status progress may be checked on the TIMS portal home page. Once the application is approved, it will appear in the "Credentials" tab of the TIMS home page. Certificates may be printed or downloaded from this section. Hard copies are not provided.

The Pennsylvania Instructional I Certificate is good for six (6) years of teaching in your area of certification, during which time 24 credits must be completed beyond the baccalaureate degree. Application for a Level II certification may occur when all the following are completed: 24 credits, at least 3 years of teaching, and the PA Induction Program.

Since Pennsylvania counts only teaching years, the provisional certificate remains valid even if it is not used. It is important to apply for certification upon completion of Moravian's program, whether planning to seek a teaching position right after completion or not. If you do not apply for certification until later, you may be required to satisfy the requirements at the time of application and not those in place when you graduated.

All PA teachers must complete continuing education requirements to maintain certification. Please consult with the PDE guidelines for ACT 48 professional development hours for the most current obligations.

Graduates of Moravian's teacher education program are eligible for certification in several other states through various interstate reciprocity agreements. Since many states, like Pennsylvania, may change their policies, procedures, and requirements, students should consult with the interested state's Department of Education.

## Establishing a Personal Portfolio

Seeking a teaching position should involve the creation of a teaching portfolio. Establishing a file of personal information, recommendations, and evaluations will be helpful and valuable to prospective employers. Suggestions and examples of pieces of the portfolio are described below and are the sole responsibility of the student teacher.

### Resume

A professional resume is usually the first item employers will request and view when reviewing a portfolio. More will be discussed about the resume in the student teaching seminar. Both the Moravian University Career Center and the Education Department are valuable resources for resume and personal portfolio development.

### Letters of Recommendation

A good strategy is to request two Moravian faculty members to write letters to attest to your competency and performance. A third letter should be more of a character reference. A former employer or someone (not a relative) who knows you well could provide such a recommendation.

### Copies of Clearances & Health Forms

Be certain that all required clearances and health forms are current while activity seeking employment.

## Initiating the Employment Process

It is helpful to consult school district webpages concerning employment for information about job openings and application procedures. Follow the procedures outlined by each school district precisely.

## Student Teacher Electronic Files

Documents related to verification toward final certification are housed in an electronic file with the Education Department for seven years. After seven years, these documents will no longer be maintained. The Education Department will maintain a spreadsheet database of students' field and student teaching experiences.

Official transcripts may be requested from the University's Registrar Department at any time.

A successful certification candidate may challenge any material in the file that may be inaccurate, misleading, unfair, or capricious. The certification candidate may insert a statement in the folder to correct, clarify, or explain comments made in an evaluation or recommendation. Materials may be removed or amended by mutual consent of the certification candidate, the writer of the evaluation or recommendation, and the Education Department Chair.

If the certification candidate and the writer cannot agree on the accuracy or propriety of the statement, the certification candidate may petition the Education Department for a hearing. A committee will decide to exclude the disputed material from the file or to retain it verbatim. Under no circumstance will the committee change the wording of an evaluation. In all cases, the writer of the disputed material will be informed of the certification candidate's objection and given the opportunity to respond and to attend any committee hearings on the matter. Any challenges of material in the file, must be addressed to the Education Department Chair in writing.

## Above and Beyond

Moravian University student teachers are encouraged to go above and beyond to ensure their level of success. Student teachers are encouraged to get into the task from the start, be enthusiastic, be flexible, have a sense of humor, experiment, work hard and above all else, enjoy the experience and opportunities presented.

# Roles and Responsibilities of the Stage 4 Student Teacher

The role of a student teacher will be both challenging and rewarding. Student teachers are expected to conduct themselves as professionals. Although student teachers are expected to take control of the learning environment, please be reminded that we are guests in another teacher's classroom. Student teachers are expected to be assertive and innovative, yet flexible and receptive to criticism and suggestions. Student teachers will be expected to be a developing professional, while conforming to the rules and expectations of the host classroom.

The guidelines given below should be read carefully. The purpose of student teaching will be to develop into a competent professional through assistance, guidance and support of the Moravian University Education Department.

## Prepare Yourself

Student teaching should be rewarding and beneficial, however may be physically and psychologically exhausting if not properly prepared. Expect to enjoy relationships with students, the cooperating teacher, and related colleagues, while putting in long hours and daily preparations.

**Introductions**

Student teaching assignments will be provided before the scheduled starting date of student teaching. Letters of introduction should be submitted based on notification from the Director of Field Experiences. Do be prepared to arrive early for the first day of student teaching so you can connect with the cooperating teacher. It is preferable that the student teacher take an opportunity to meet and talk with the cooperating teacher prior to this first day.

Plan to meet the building principal and build a relationship. Once the student teacher has prepared a resume and cover letter, it may be beneficial to share this with the building principal. This may be in the form of a "thank you" letter at the end of the student teaching experience.

Be sure to make introductions to the office staff, the custodian and all support staff. They are extremely important to the smooth running of the building and will be good allies to have.

## School Policies and Procedures

Student teachers must strictly follow all policies and procedures outlined by Moravian University, the Education Department, the Pennsylvania Department of Education, and the institution in which they are serving their placement(s). It is the student teacher's responsibility to research the proper policies and procedures of their placement(s) and strictly adhere to them. All Moravian University student teachers will sign a Dress, Conduct and Attendance Policy outlining all expectations and consequences.

## Professionalism

Student teachers should project a professional manner whenever in a classroom setting or educational environment. Be mindful of decisions or comments made by your cooperating teacher relating to students, other school staff and/or the administration. Be cautious not to criticize your cooperating teacher, other teachers, or fellow student teachers. Professionally and confidentially inquire about things you may not understand or have concerns about. Offer your own ideas and suggestions while respecting the views and opinions of others.

## Confidentiality

According to the Pennsylvania Code of Professional Practice and Conduct for Educators, professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law." This applies when dealing with student academic, health, and personal records. Do not discuss the needs of students with others. This is a breach of confidentiality.

## Preparation and Planning

Student teachers will be expected to present daily and weekly plans to the cooperating teacher 48 hours prior to teaching lessons. Student teachers failing to meet this guideline will not teach the lessons. This advance planning allows the cooperating teacher to give helpful suggestions on lessons and to step in in the event of absence.

Student teachers are expected to begin the experience with detailed written plans. The format for lesson plans is referenced in this handbook. This format should be followed for at least the first three weeks of each student teaching experience. Student teachers may switch to a block plan after the third week if the cooperating teacher and Education Department supervisor approve of the switch. Remember that most teaching problems stem from inadequate planning. When the supervisor comes to observe, a lesson should be provided showing what the class is doing and why.

## Discipline

Meaningful engagement of students is the most effective classroom management technique. Discipline problems may be avoided, or at least minimized, if the student teacher takes preventive measures.

The following guidelines should be helpful.

a. Research the classroom rules. Be firm, but consistent with the cooperating teacher in supporting them.
b. Learn students' names immediately. Ask the cooperating teacher for a class roster and study the names. Put names and faces together when observing during the first day or two.
c. Discuss consequences for behavioral issues with the cooperating teacher. Different schools have different policies on this point. Research the placement's proper protocols and practices.
d. Discuss parent involvement in helping to eliminate problem behavior with the cooperating teacher before communicating with any parent in any way.
e. Watch the sanctions the cooperating teacher uses very carefully. The students are used to these and should be more responsive.

## Evaluation of Classroom Students

Responsible feedback is important to student learning. Read, comment on, or evaluate, all work that the students perform. Return students work as quickly as possible.

Evaluation tools should be meaningful assessments to inform instruction. Make sure copies are neat and legible. Construct assessments that are fair and purposeful. The purpose of assessment is to determine if objectives have been achieved, to check for student understanding, and to inform future instruction. Student teachers increase the validity of the assessments by developing them before teaching the lesson rather than after the project has been given.

## Roles and Responsibilities of the Cooperating Teacher

Cooperating teachers provide invaluable guidance and growth through their competence, professionalism, and sensitivity. During Stage 4, our student teachers are introduced to the “real world” of teaching. The student teachers are ready to synthesize their studies with all their talents and energies. Moravian student teachers are asked to always bring their best while being provided an atmosphere of gentleness and support.

### Pennsylvania Standards for being a Cooperating Teacher

All cooperating teachers are selected because of their willingness to mentor, their excellence in teaching, and their devotion to their profession. In accordance with Chapter 354 of Pennsylvania School Code, the student teaching experience must be under the supervision of a cooperating teacher who has fulfilled the following:

- The appropriate professional educator certification.
- At least 3 years of satisfactory certificated teaching experience.
- At least 1 year of certified teacher experience in the school entity where the student teacher is placed.

### Setting the Stage

The student teacher should feel welcome to the classroom and building. The cooperating teacher will provide introductions to the students, the principal, and other school personnel. The student teacher shall always use a professional name with students.

The student teacher shall have an appropriate teaching workstation with supplies, school schedules, and calendars. The cooperating teacher will share the school/classroom policies and procedures. The cooperating teacher will obtain copies of curriculum guides and textbooks for the student teacher.

Student teachers are responsible for the implementation of IEPs, Section 504 plans, and health plans. Therefore, please make these documents available for the student teacher’s review. In addition, please inform the student teacher of any English language learners.

### Preparation and Planning

All student teachers have had experience writing lesson plans and are expected to write detailed lesson plans during student teaching. Lesson plans must be presented 48 hours prior to teaching the lesson. Student teachers may not teach the lesson if this requirement has not been met. The cooperating teacher will make comments right on the plans, initial, and date so the supervisor knows the lessons were reviewed and received input.

When student teachers have half the teaching responsibility, they may switch to block plans with the consent of the cooperating teacher and the supervisor, usually within two weeks on a subject. The cooperating teacher should continue to initial and date these plans for the supervisor. Additional subject plans can move to block planning with supervisor approval.

### Classroom Management

The monitoring of student behavior – the “discipline issue” – is often a source of anxiety for beginning student teachers. Classroom management should be considered as much a part of the student teacher’s planning responsibility as subject content and method and requires an analysis of the personal and group dynamics of each class for which the student teacher is responsible.

Time is spent in student teaching seminars considering various ways of analyzing and resolving behavioral problems. The best way to implement practices learned and discussed in seminar is within the placement setting. Student teachers should start to establish certain norms and procedures for their students and utilize them as a framework for decision making.

If incidents arise, encourage the student teacher to first try and work things through without assistance. A post-incident follow up should occur with the student teacher and the cooperating teacher to analyze the situation, determine if the best course of action was taken, and assess the results. If problems are persistent or if the student teacher is unresponsive or

ineffective in dealing with the situation, please initiate a conference with the Education Department Supervisor immediately.

## Suggested Teaching Schedules

The student teacher will come prepared to work. Although the schedule will vary according to the student's preparedness and your judgment and preferences, the following is a rough estimate of observation and participation.

**FOR ART EDUCATION:**

**First two days:** observation and participation – pay close attention to student needs, classroom management, instructional strategies, and lesson planning. Discuss each of these areas with your cooperating teacher.
**By day three:** start taking over individual lessons and/or instruction
**By the end of the first week:** develop several lessons and/or assume responsibility of specific groups (grade levels or courses)
**By the end of the third week:** take over the equivalent of at least half the planning/teaching/classroom management responsibilities.
**By the start of the fifth and sixth week:** assume full classroom responsibility. This does not preclude team teaching between the student teacher and cooperating teacher. The planning, organization, and most of the classroom management should be that of the student teacher.
**During the seventh week:** slowly release the classroom back to the cooperating teacher. Use additional time to observe other classrooms and complete your PDE 430.

**FOR ECE AND ECE SPECIAL EDUCATION:**

**First two days:** observation and participation
**By day three:** start taking over individual lessons
**By the end of the first week:** have several lesson or specific groups as a regular responsibility
**By the end of the third week:** have the equivalent of half the teaching responsibility
**By the start of fifth and sixth week:** should have assumed full classroom responsibility. This does not preclude team teaching between the student teacher and the cooperating teacher. The planning and organization should be that of the student teacher.
**During the seventh week:** slow release back to the cooperating teacher. Assist student teachers with scheduling classroom observations outside of the placement.

**FOR MIDDLE LEVEL EDUCATION:**

**First two days:** observation and participation
**By day three:** start taking over individual lessons
**By the end of the first week:** have several lesson or specific groups as a regular responsibility
**By the end of the third week:** have the equivalent of half the teaching responsibility
**By the start of fifth and sixth week:** should have assumed full classroom responsibility. This does not preclude team teaching between the student teacher and the cooperating teacher. The planning and organization should be that of the student teacher.
**During the seventh week:** slow release back to the cooperating teacher. Use additional time to observe other classrooms and complete your PDE 430.

**FOR MUSIC EDUCATION:**

**First two days:** observation and participation (bring your instruments to play along or sing with the choir)
**By day three:** start taking over individual lessons or segments of the lesson such as; warm ups, bell-ringers.
**By the end of the first week:** have several lesson or specific groups as a regular responsibility
**By the end of the third week:** have the equivalent of half the teaching responsibility
**Within the fifth week:** should have assumed full classroom responsibility.
**During the sixth and seventh weeks:** classroom responsibilities should be totally yours. This does not, of course, preclude team teaching between you and your cooperating teacher especially within the secondary

ensemble setting. The planning and organizational responsibilities, however, should be yours.

**FOR SECONDARY LEVEL EDUCATION:**

**During the first week:** observation and participation
**By the second week:** start taking over individual lessons
**By the third week:** have several lesson or specific groups as a regular responsibility
**By the fifth week:** have the equivalent of half the teaching responsibility
**In the sixth and seventh week:** should have assumed full classroom responsibility. This does not preclude team teaching between the student teacher and the cooperating teacher. The planning and organization should be that of the student teacher.
**In the last week:** slow release back to the cooperating teacher. Use additional time to observe other classrooms and complete your PDE 430.

## Non-Teaching Responsibilities

Cooperating teachers are asked to allow the student teacher to share administrative and extracurricular responsibilities insofar as it is reasonable to do so. This includes such things as taking attendance, supervising recess and lunchrooms, and attending parent conferences. The University requires the student teacher to attend faculty and in-service meetings unless they conflict with a required University activity. A student teacher may only be excused from these professional meetings by the Education Supervisor.

## Supervision

The student teaching experience is one more stage in the future teacher's development. This is the context in which supervision should be viewed. All the supervisors, including the cooperating teachers, need to help student teachers identify strengths and weaknesses in order that they may improve their instructional quality. The most useful student teaching supervision is that which occurs daily. It is most helpful to provide daily informal feedback in either written or verbal form. Having an established time and mechanism for this is essential.

A cooperating teacher has much to contribute to one of the main objectives of student teaching – helping the prospective teacher begin to develop a personal teaching style. This requires striking a balance between their own experience, professional judgment, and knowledge of the students, and the need for a student teacher to explore different ideas and techniques. As confidence is gained, try to introduce the student teacher to a variety of methods and materials and, within limits, encourage the student teacher to be imaginative.

## Evaluation

Because evaluation and feedback are essential elements of the student teaching program, recommendations, and guidelines for evaluating a student teacher's performance are provided in a separate section of this handbook.

It is Moravian University's policy to allow student teachers to read their final evaluations before they are entered in the placement file. As a means of providing constructive feedback, cooperating teachers and the Education Department Supervisor are asked to discuss their evaluations with the student teacher to highlight strengths and development and to review and resolve any questions and differences.

Cooperating teachers are asked to schedule a post-observation conference with the student teacher. This is a time for the cooperating teacher and the student teacher to discuss and evaluate their performance. It is hoped that the cooperating teacher and the student teacher will have time to discuss teaching in both a theoretical and practical sense.

This would also be a good time for the student teacher to reflect on their own view of good teaching, how their own practice fit into that view, and where their practice may have fallen short or thrived. Through this discussion, the student teacher may discover that their views may have been initially limited and that what they thought was good teaching may not have generated the expected results and goals.

### Troubleshooting

Because the student teaching period is brief, it is important to resolve problems quickly. The cooperating teacher should attempt to resolve these difficulties directly with the student teacher whenever possible. If a conference with the Education Department Supervisor seems necessary, please immediately contact the Education Department Supervisor and the Director of Field Experiences.

## Roles and Responsibilities of the Education Department Supervisors

The role of the Education Department Supervisor will be to serve as coach and support system for the student teacher. The supervisor will observe each experience with at least three in person observations and two student videos.

If needed, the Education Department Supervisor will coordinate with the student teacher and cooperating teacher regarding follow up conferences. The Education Department Supervisor may opt for one unannounced observation.

As part of the process for state certification, PDE Form 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practices, will be used as an evaluation tool by the supervisor at least two times over the course of the semester.

If any problems or concerns should arise, please contact the Director of Field Experiences immediately.

## Evaluation of the Stage 4 Student Teacher

Evaluation of student teachers has two primary purposes. The first is developmental; to help the student teacher become increasingly effective by reinforcing evident strengths and working to overcome initial weaknesses. The second is more explicitly judgmental; to assess the certification candidate's potential for future success in teaching. Balancing these two, sometimes conflicting purposes, is a complex and subtle task.

The following professional competencies is a list simply intended to provide a framework for evaluation with the understanding that any such framework will need to be adjusted to the circumstances of schools and particular student teachers. Those involved in each teaching assignment should work together to reach an understanding of how these common dimensions apply in the special circumstances of the assignment.

Consistent with the notion of reflective practice, there is no one model of instruction being promulgated. Pre-service teachers have been introduced to a variety of strategies. They also will learn some new strategies by working with teachers in the field. Teachers need to develop their own style of effective teaching within a set of beliefs. A central concern, therefore, is how well the student teacher can analyze and improve instruction. If student teachers can analyze their own instruction, they will continue to grow after their student teaching experience.

### Professional Competencies to be Developed and Evaluated

The student teacher should work to develop and refine the following competencies, as outlined in Chapter 354.33(1)(i) of Pennsylvania's Standards for the Preparation of Professional Educators.

a. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

b. The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career, and personal development.

c. The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.

d. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving, and performance skills.

e. The teacher uses an understanding of individual and group motivation and behavior to create a learning

environment that encourages positive social interaction, active engagement in learning and self-motivation.

f. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

g. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

h. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

i. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

j. The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

## Evaluation of Performance Breakdown

### *The Cooperating Teacher*

**Weekly Observation Form, and Stage 4 Final Evaluation**

The cooperating teacher will provide informal feedback daily. More formal feedback shall be referenced in the Weekly Observation Form. These observations will serve as productive communication between the student teacher and cooperating teacher. These observations will also be reflected in the final PDE 430 evaluation.

Starting with the first week, Weekly Observation Forms should be shared with the student teacher and Education Department Supervisor providing comments concerning the student teacher's general performance. Please note that the Weekly Observation Form does not become a part of the student teacher's placement file. It is a means to chart the progress of the student teacher, to provide meaningful feedback, and to communicate with the supervisor.

It may be helpful for both the cooperating teacher and the student teacher to keep a reflective journal. Writing back and forth may open the lines of communication that may otherwise seem blocked.

At the completion of the experience, a Stage 4 Final Evaluation should be completed by the cooperating teacher and returned to the Education Department. The cooperating teacher is asked to complete and return this final evaluation, along with a letter of evaluation on school letterhead. All final evaluations will be included in the student teacher's placement file.

In the last week of each experience, the cooperating teacher will complete and submit the Stage 4 Evaluation Form. This final assessment will be kept in the student teacher's electronic file.

### *The Education Department Supervisor*

**PDE430 Form**

The form PDE 430, *Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice*, will also be used as an evaluation tool by the Supervisor at least two times over the course of the semester. Both completed PDE 430s are placed in the student teacher's electronic file.

### *The Student Teacher*

**Self–Evaluation**

The purpose of self-evaluation is the most constructive. A capacity for self-criticism and self-correction is an important characteristic of an effective teacher. Self-evaluation will allow the student teacher to be more conscious of teaching, learning, and schooling. Student teachers should develop a personal style that fits their personality and is useful in carrying out important educational goals. Self-assessment should be discussed with the cooperating teacher and Education Department Supervisor regularly. If these evaluations differ significantly, please request a more formal conference for deeper discussion.

### *The Student Teacher and Education Department Supervisor*

**Video Recording**

The major purpose of video recording is self-observation and analysis. Student teachers will be recorded during each of the student teaching experiences. Although the supervisor will occasionally use the video to reinforce observations, the primary purpose is to evaluate one's own performance. The recording may also serve as an effective interview tool. Proper procedures must be followed when conducting video recordings. Be sure to know the placement's policies and guidelines surrounding video recording.

## Appeal Process

Any comments on the evaluation forms which are felt unfair or not representative of the student teacher's work, should be reviewed at the time of observation. If the evaluator chooses to maintain their evaluation, an appeal by the student teacher may be made to the Department Chair. The cooperating teacher and Education Department Supervisor will be notified and given the opportunity to participate in the appeal. The final decision will be retained in the student's teacher electronic file.

## Moravian University Grading

A final grade for student teaching will be submitted by the Director of Field Experiences, in consultation with the Education Department Supervisor and seminar instructor. The Director of Field Experiences will also base the grade on the Stage 4 Evaluation submitted by the cooperating teacher.

If the student teacher's work is of sufficient quality to justify confidence as a first-year teacher, the student teacher will be assigned a grade of "Pass."

Once the student teacher has met the requirements and passed all required testing, the student teacher will be recommended for a Pennsylvania Instructional I Certificate.

If the student teacher does not complete student teaching or does not meet the Pennsylvania teacher competencies as per the PDE 430 form, the student teacher will receive a failing grade. The student teacher will not be recommended for certification to the Pennsylvania Department of Education.

If the student teacher does not agree with the failing recommendation, the student teacher may appeal the decision. The student teacher should discuss the appeal process with the Education Department Chair.

## Policy for Satisfactory Performance

Satisfactory performance in Stage 4 Student Teaching as documented on Pennsylvania Department of Education (PDE) Form 430 is required for Pennsylvania state teacher certification.

School districts and other educational agencies invite Moravian University students to complete required field experience placements as guests and provide placement as a courtesy to the University. Such placements remain a privilege rather than a right. As such, student teachers are responsible for adhering to the rules, regulations, policies, and procedures for professional employees of the district or agency.

All Moravian University student teachers are expected to strictly adhere to the Education Department's Field Experiences Guidelines for Dress, Conduct, and Attendance, the Pennsylvania Code of Professional Practice and Conduct for Educators, and additional policies as set forth in the Moravian University Student Handbooks.

### *Unacceptable Behavior and/or Performance in School Districts, Educational Agencies and/or Moravian University*

Hosting school districts and educational agencies of student teaching placements, as well as Moravian University reserve the right to terminate those placements unilaterally if the behavior and/or performance of the student teacher is unacceptable to any of the parties involved with the placement. In such instances, notification of unacceptable behavior and/or performance will be forwarded to the Director of Field Experiences.

The Director of Field Experiences, in consultation with the Education Department Course Instructor, Department Chair and any other personnel deemed appropriate by the University, will document the concerns reported by completing a Notification of Non-compliance Report and will share with all related parties. The student teacher must respond in writing within five (5) business days of receiving the report. Copies of this report will be given to the student teacher and will be placed in the student's file.

The Director of Field Experiences and the Education Department Chair, in consultation with any and all related parties will review both the form and the student teacher's response. A decision will be made to either terminate the student teacher's certification program status or to consult with the Director of Field Experiences to make a reassignment if possible. The student teacher may appeal the decision within five (5) business days of receiving the response. Even if a reassignment is authorized, it may be logistically impossible to make such a placement until the start of the next academic semester. Any and all related parties will be apprised of the outcomes.

Removal from a student teaching placement for unacceptable behavior and/or performance may result in a failing grade for the Education Department student teaching courses. A student teacher removed from a placement for behavior and/or performance deemed unacceptable is not permitted to enroll in any further student teaching courses unless the student teacher has obtained explicit permission in writing from the Education Department Chair.

## Substitute Teacher Policy and Procedures for Student Teachers

(per 22 Pa. Code § 354.25(f) (relating to preparation program curriculum) and satisfying the requirements of section 1201.1(1)

Moravian University supports the PA Department of Education's stance that states that the "integrity of student teaching experience must be protected". A teacher candidate should have a supervised experience which allows them to concentrate on applying the skills and knowledge they have acquired in their respective program to the student teaching experience. The following guidelines are to ensure the experience meets statutory requirements while also providing flexibility for the field.

Moravian University's Policy:

- Substitute teaching does not replace the minimum 14-week supervised student teaching experience as required under 22 Pa. Code §354.25(f).
- Post-Baccalaureate students who are working on an internship certificate or as a type 01 long-term substitute in the subject area of their certificate may have the supervised student teaching experience incorporated into the internship or long-term substitute service as long as the student teaching experience satisfies the criteria established in Chapter 354.
- Only post-baccalaureate candidates serving in a Type 01 long-term substitute capacity or on an internship certificate as identified above can be considered the teacher of record.
- An undergraduate or post-baccalaureate candidate can substitute for financial compensation if the individual has received at least one satisfactory observation related to the individual's student teacher program (i.e., one PDE 430).
- Student teachers (students engaged in student teaching) may serve as a substitute for no more than 10 days for an individual professional or for 20 days for the school year if they meet the requirements of 24 P.S. § 12-1201.1 and have received at least one satisfactory observation (i.e., one PDE 430) related to their student teacher program per 24 P.S. § 12-1219. The LEA (cooperating) teacher and IHE (supervisor) should work together to maintain the integrity of the student teaching experience.
- Student teachers operating in accordance with the policy required under section 1219 may be compensated as determined by the LEA where they are working.
- Up to 50% of the student teaching experience may be completed through a teaching experience in a cyber or remote learning environment.

Procedures:

- Post-baccalaureate candidates who have obtained an emergency certification or have applied for an Intern application may submit documentation to the Director of Field Experience one month prior to student teaching. Documentation includes:
  - Copy of emergency certificate or date of intern application
  - Name of School District, principal, and mentor (if applicable)

Undergraduate or post-baccalaureate candidates who have obtained one satisfactory PDE 430 (mid-term or at 7 weeks) are eligible to substitute teach for ten days with school district (principal) and Moravian field director approvals.

Candidates are to inform the Director of Field Experiences and their direct supervisor as soon as possible of their intentions to substitute teach in their student teaching placement. Candidates can only substitute teach in the classroom in which the candidate has been placed for the assigned cooperating teacher.

Compensation for substitute teaching is determined by the school district.