



MORAVIAN UNIVERSITY

EDUCATION DEPARTMENT

Field Experiences Handbook

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The content of this document is provided for the information of the student. It is accurate at the time of publication but is subject to change periodically as deemed appropriate by the University 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. The most current information on Moravian University's Education Department programs can be found at:

<https://www.moravian.edu/education>

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COMMON POLICIES FOR ALL FIELD EXPERIENCES

INTRODUCTION

Since 1892, the formal preparation of teachers has been a continuous of Moravian University's curriculum. Throughout its history, teaching has been an essential part of the University's mission. Moravian University (and the Moravian Church with which it is affiliated) honors the work of John Amos Comenius, a seventeenth-century bishop of the Moravian Church, whose work represents a turning point in the history of educational theory. The goal of a Moravian education is to lay the foundation for lifelong learning, effective participation in the improvement of the world, and a deeper enjoyment of life.

In keeping with the mission of the University, the mission of the Education Department is as follows:

Moravian 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.

In addition, the goals of the Education Department at Moravian University are to prepare teachers who:

- are scholars as well as teachers,
- possess a solid grasp of content to be taught,
- are committed to the academic success of all their students,
- are concerned with the personal, as well as intellectual, development of their students,
- use 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 their 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 at Moravian University reserves the right to change the contents of this handbook. Pre-service teachers will be informed of changes by the Director of Field Experiences.

POLICIES AND PROCEDURES COMMON TO ALL FIELD EXPERIENCES

1. 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 clearance documents listed below. 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. After being fingerprinted, the pre-service teacher must supply the UEID number (as shown on the receipt provided after fingerprint capture) to the Education Department for the official Federal Criminal History Record (CHRI) to be accessed online. A copy will be kept in the student's file, but we are prohibited by law from providing a copy to the student.

An unofficial copy of the clearance will be emailed to the student.

The Pennsylvania State Police Criminal Records Check (Act 34)

This clearance can be obtained by logging on to <https://epatch.state.pa.us>. Select **Submit a New Record Check (not Volunteers Only - New Record Check)** and complete the required information. Select **OTHER** under **Reason for Request**. Print the certificate form displaying the Pennsylvania state seal.

Pennsylvania Child Abuse History Clearance (Act 151)

Apply 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. See the FAQ section.

Mandated Reporter Training and Certificate (Act 31)

Complete registration for the [Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training](#). Registration is free of charge. Click the registration link to enter credentials with a username and password. Complete the training and print the certificate, which is valid for five (5) years. Compile a record of all clearances, including Mandated Reporter certification.

*All original clearance documents must be viewed and copied by the Education Department before the pre-service teacher will be permitted to participate in any Education course with a field experience. Pre-service teachers will be placed in field experiences only when all background checks indicate that **NO RECORD EXISTS**.*

ADDITIONAL REQUIREMENTS:

TB (Mantoux) test: Pennsylvania state law requires that all school personnel, including any pre-service teacher in a field placement, be tested for TB. **An acceptable test must be administered within a three-month period of the start of any field experience.** A form indicating results of the test must be signed by a nurse or a physician and submitted to the Education Department office to be copied and filed. Students will be able to have this test administered at the [Moravian University Health Center](#) for a small fee.

ACT 24: All pre-service teachers must complete this report to fulfill [Act 24 requirements](#). Documents will be distributed to pre-service teachers, completed, signed, and returned to the Director of Field Experiences at the mandatory field experience meeting. Documents will be on file in the Education Department.

NOTE: *It is important that the pre-service teacher keep original clearance documents both safe accessible, as they will be asked to present them to administrators at any of their field placements. For additional information about obtaining clearances, contact the Director of Field Experiences.*

2. LIABILITY

Pre-service teachers participating in all education field experiences (Stages 1 through 4) 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.

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.)

3. 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 [requesting accommodations](#) (as outlined in the current [Moravian Student Handbook](#)) 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 his or her disability and accommodations can be shared with cooperating 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 student teaching and other field experiences, such accommodations may be very different from those available in other courses. Specifically, accommodations that comprise the essential character of the student teaching experience or other field experiences cannot be provided and are not legally required. Pre-service teachers with questions about accommodations during student teaching or other field experiences should address them to the Director of Field Experiences and to the Assistant Director of Academic Services for Academic and Disabilities Support.

4. HARASSMENT AND INAPPROPRIATE BEHAVIOR

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 [Moravian University Harassment and Inappropriate Conduct Policy](#).

5. ACADEMIC HONESTY

The Moravian University policy on academic honesty will be followed. Please refer to the Moravian University Student Handbook: [Respect for Academic Honesty](#).

6. 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.

7. DOCUMENTATION FOR ABSENCES

Pre-service teachers are required to provide the Director of Field Experiences official written documentation of treatment for an illness or personal emergency. Documentation may be provided by a health practitioner, Moravian University's Health Center, Academic Support Office, or Counseling Center for any absences.

8. FIELD EXPERIENCE REGULATIONS FOR DRESS, CONDUCT AND ATTENDANCE

Moravian University Education Department pre-service teachers who participate in **any** field experiences in schools or community agencies, inclusive of any virtual settings, are expected to act and dress professionally, to demonstrate good personal health and hygiene precautions, and to be always positive role models. Therefore, pre-service teachers are required to comply with the following expectations.

In addition, pre-service teachers are required to review the dress and conduct regulations of the school districts in which they are placed. **If there are any questions regarding appropriate dress, conduct or attendance contact the Director of Field Experiences.**

Please see linked pdf forms below for additional information. This information is also included in the following pages, for your reference.

[General Dress, Conduct and Attendance Guidelines.pdf](#)

[Notification of Non-Compliance Report Form.pdf](#)

DRESS REGULATIONS:

1. Pre-service teachers are expected to dress professionally for all field experiences.
 - a. Men are required to wear ties.
 - b. Men and women are required to wear coordinated attire that is neat, clean, and professional.
 - c. Pants must be worn above the hips and should not be skin tight.
2. The following attire is not permitted:
 - a. Any clothing that is too revealing as determined by the Director of Field Experiences/supervisors.
 - b. Short skirts, shorts and/or jean clothing of any type/color.
 - c. T-shirts, sweatshirts, sweatpants and/or spandex-type garments.
 - d. Garments depicting alcohol, tobacco, drugs, any other controlled substances, words, phrases, or pictures which are inappropriate, sexually explicit, and/or derogatory to any individual or group.
 - e. Bare midriffs, short sweaters/blouses, halter tops and/or see-through blouses or shirts.
 - f. Caps, hats, jackets, coats, and other outerwear are not to be worn inside school buildings.
 - g. Sneakers, flip-flop type shoes or platform/spiked shoes with heels higher than 2 inches.
 - h. Exposed undergarments such as bra straps, underwear, camisoles, or slips/lingerie.
3. Wearing body-piercing jewelry, other than in the ears, is not allowed.
4. Tattoos should be covered.
5. Unconventional hairstyles and colors are not permitted.
 - a. Beards, sideburns, mustaches, etc. must be neatly groomed.

GENERAL CONDUCT REQUIREMENTS:

Pre-service teachers:

1. Must follow the [Pennsylvania Code of Professional Practice and Conduct for Educators](#).
2. Must abide by all Health and Safety Plans developed by school and community entities where placements are assigned. To mitigate the spread of contagious diseases, adherence is paramount.
3. Must always demonstrate professional attitude and behavior.
4. Must always use appropriate language.
5. Must address all school personnel with the appropriate title and surname.
6. Must adhere to assigned schedules as designated by the Director of Field Experience unless there is a pre-approved change. Such changes need to be made in advance.
7. May not have unexcused absences, lateness, or unprofessional behavior that will adversely affect the pre-service teacher's final evaluation. Such behavior may result in termination of the field experience at any stage.
8. May not use cell phones during teaching hours; must be turned off and placed in a secured place.
9. Must follow district/building policies when making personal calls outside of the classroom.
10. Must follow appropriate online etiquette and all procedures as outlined in the handbook.
11. Must use a Moravian virtual background or one approved by your cooperating teacher when utilizing Zoom or another similar synchronous technology.
12. May not use inappropriate, unprofessional social media. Such behavior will adversely affect the pre-service teacher's final evaluation and may result in termination of the field experience at any stage.
13. May not use or smell of tobacco and/or alcohol while on any school district property, including in cars and parking lots. The use of drugs and/or other controlled substances is strictly prohibited at all times.
14. Must not have food, gum, candy, soda, or energy drinks in classrooms during teaching hours.
15. Must adhere to the confidentiality of all student records as dictated by the [Family Educational Rights and Privacy Act](#) (FERPA).

Acceptance of a field experience placement indicates the pre-service teacher's understanding that he or she is a guest of the school district or educational agency and that he or she agrees to abide by the rules, regulations, policies, and procedures of both the host institution and Moravian University.

GENERAL ATTENDANCE REQUIREMENTS:

Pre-service teachers:

1. Are to attend their field placement as assigned. Stages 1, 2, and 3 will attend for 10 weeks. Stage 4 teachers will be assigned to 14 weeks of student teaching.
2. Are permitted two excused absences for the following reasons: illness and a personal emergency. Absences for any other reasons must be pre-approved two weeks in advance and an alternate day rescheduled.
3. At all stages, absences must be reported to the Director of Field Experience, the cooperating teacher and course professor in one emailed thread prior to 7AM of the day of absence. If there are more than two excused absences, the excess absences must be made up in consultation with the three aforementioned stakeholders.
4. Unexcused absences, tardiness, and failure to make-up excess absences is unprofessional and will affect the student's final evaluation and may result in the termination of the field experience at any stage.
5. Are required to provide the Director of Field Experiences official written documentation of treatment for an illness or personal emergency. Documentation may be provided by a health practitioner, Moravian University's Health Center, Academic Support Office, or Counseling Centers.
6. Will adhere to the cooperating teacher's contractual day. This is the minimal time requirement. They will attend every day whether *virtually or in-person as scheduled by the school principal/director*. They must start by the teacher's sign in time to the teacher's dismissal time as directed by the cooperating teachers. Student teachers will assume all classroom responsibilities by the end of the assignment.
7. Are to follow the *assigned school calendar*, not the Moravian University calendar, unless informed by the Director of Field Experiences.
8. Are permitted to attend a professional meeting, an interview for a teaching position or admission to graduate school. Pre-approval is required by the Director of Field Experience, your supervisor, and cooperating teacher **two weeks prior** to the absence.

CONSEQUENCES FOR DRESS, CONDUCT, AND ATTENDANCE VIOLATIONS:

If the school contacts the Director of Field Experiences, a supervisor, or a professor with a concern, the [Notification of Non-compliance Report](#) will be used to document the concern. This form will be reviewed with the pre-service teacher and filed in the student's folder. Copies of this report will be given to the pre-service teacher, involved professor(s), Education Department Supervisor(s), and any 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 pre-service teacher may be removed immediately from the field experience. Removal from a field experience for dress and/or conduct 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 this handbook.

First Offense:

- The Director of Field Experiences/supervisor will meet with the pre-service teacher and review the [Notification of Non-compliance Report](#) and associated procedures.
- The Director of Field Experiences/supervisor will complete a [Notification of Non-compliance Report](#).

Second Offense:

- The Director of Field Experiences/supervisor will amend the [Notification of Non-compliance Report](#).
- The pre-service teacher may be removed from the field experience.

9. POLICY FOR EARLY TERMINATION OF A FIELD EXPERIENCE PLACEMENT

Background:

Field experiences are an integral component of all teacher certification programs at Moravian University.

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 – 150 hours minimum
- Stage 4 Student Teaching – 14 weeks minimum

Satisfactory performance in Stage 1 & 2 field placements as evidenced by the cooperating teacher's evaluation and/or a university 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 cooperating teacher's evaluation and/or a university 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](#), and additional policies as set forth in the [Moravian University Student Handbook](#).

Behavior Unacceptable to School District or Educational Agency

School districts and educational agencies hosting field experience placements reserve the right to terminate those placements unilaterally if the behavior of the pre-service teacher is unacceptable to the district or agency. In such instances, an authorized administrator of the school or agency notifies the Director of Field Experiences that the placement has been terminated for unacceptable behavior.

The Director of Field Experiences documents the concerns reported to the University by completing a [Notification of Non-compliance Report](#) and shares this form with the course instructor and the pre-service teacher. The pre-service teacher must respond to the form in writing within five (5) business days of receiving the report. Copies of this report will be given to the pre-service teacher, involved professor(s), Education Department supervisor(s), and any district or agency personnel as deemed appropriate by the University.

The Education Department chair in consultation with the course instructor will review both the form and the pre-service teacher's response. In consultation with the Education Department supervisor(s), a decision will be made to either terminate the pre-service teacher's teacher 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 Education Department chair's decision to the Teacher Education Committee within five (5) business days of receiving the chair's response. Note that even when the Education Department chair or the Teacher Education Committee authorizes a reassignment, it may be logistically impossible to make such a placement until the start of the next academic semester.

Removal from a field experience placement for behavior unacceptable to the University may result in a failing grade for the Education Department course that requires the field experience placement. A pre-service teacher removed from field experience placement for behavior deemed unacceptable to the

University is not permitted to enroll in any further courses that require field experiences unless the pre-service teacher has obtained explicit permission in writing from the Education Department chair.

Behavior Unacceptable to Moravian University

If any Education Department personnel find the pre-service teacher's behavior to be unacceptable to the University, the placement will be terminated, and the Director of Field Experiences will complete a [Notification of Non-compliance Report](#) to be shared with the course instructor/supervisor and the pre-service teacher. The pre-service teacher may respond to the form in writing within five (5) business days of receiving the report. Copies of this report will be given to the pre-service teacher, involving professor(s), Education Department supervisor(s), and any district or agency personnel, as deemed appropriate by the University.

The Education Department chair, in consultation with the Education Department supervisor(s), will decide to either terminate the pre-service teacher's teacher 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 Education Department chair's decision to the Teacher Education Committee within five (5) business days of receiving the chair's response. Note that even when the Education Department chair or the Teacher Education Committee authorizes a reassignment, it may be logistically impossible to make such a placement until the start of the next academic semester.

Removal from a field experience placement for behavior unacceptable to the University may result in a failing grade for the Education Department course that requires the field experience placement. A pre-service teacher removed from field experience placement for behavior deemed unacceptable to the University is not permitted to enroll in any further courses that require field experiences unless the pre-service teacher has obtained explicit permission in writing from the Education Department chair.

Performance Unacceptable to School District or Educational Agency

School districts and educational agencies providing field experience placements are concerned first and foremost with educating the children they serve. Districts and agencies reserve the right to terminate a field experience placement unilaterally when an authorized administrator determines that the University pre-service teacher's continuation is not in the best interest of the school or agency's students. Such decisions are communicated to the Director of Field Experiences, who will complete a [Notification of Non-compliance Report](#) and notify the Education Department chair of the district or agency's unilateral termination of the field experience placement. Copies of this report will be given to the pre-service teacher, involved professor(s), Education Department supervisor(s), and any district or agency personnel as deemed appropriate by the University. The pre-service teacher may respond to the form in writing within five (5) business days of receiving the report.

The Education Department chair, in consultation with the course instructor, will review both the form and the pre-service teacher's response. Together, they will decide to either terminate the pre-service teacher's teacher certification program status or to instruct the Director of Field Experiences to make a field placement reassignment when possible. Note that even when a reassignment is authorized, it may be logistically impossible to make such a placement until the start of a subsequent academic semester. The Education Department (at its own discretion) may also issue a remediation plan, which the pre-service teacher must complete successfully before reapplying to a field experience placement in a subsequent semester. The pre-service teacher may appeal the Education Department's decision to the Teacher Education Committee within five (5) business days of receiving the Education Department's official response.

Performance Unacceptable to Moravian University

If the cooperating teacher, Education Department supervisor(s), and/or school district or educational agency administrator indicates that the pre-service teacher's competency is unsatisfactory, a meeting will be scheduled with the cooperating teacher, Education Department supervisor(s), and the pre-service teacher to discuss specific concerns, remediation strategies, and possible outcomes of continued unsatisfactory performance. An attempt will be made to assist the pre-service teacher in understanding concerns as they have been previously identified in written evaluations and in developing appropriate strategies to address those concerns. The University supervisor will complete a [Notification of](#)

[Non-compliance Report](#) and submit copies of this form to the Director of Field Experiences. Copies of this report will be given to the pre-service teacher, involved professor(s), supervisor(s), and any district or agency personnel as deemed appropriate by the University.

If the cooperating teacher, Education Department supervisor(s), and/or the school district or educational agency's administrator continue to identify unsatisfactory progress, the Education Department supervisor(s) and cooperating teacher will submit a written evaluation of the pre-service teacher's performance. In the written evaluation, a statement will be made recommending termination of the field experience placement to the Education Department chair, who will confer with the Education Department to decide either to terminate the pre-service teacher's teacher certification program status or to instruct the Director of Field Experiences to make a reassignment when this is possible. The Education Department, at its discretion, may also issue a remediation plan, which the pre-service teacher must complete successfully before reapplying for a field experience placement in a subsequent semester. The pre-service teacher may appeal the Education Department's decision to the Teacher Education Committee within five (5) business days of receiving the Education Department's official response. Note that even when a reassignment is authorized, it may be logistically impossible to make such a placement until the start of a subsequent academic semester.

10. PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE & CONDUCT FOR EDUCATORS

For more information, please reference the link below:

<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>

11. DECLARATION OF MAJOR FORM

The Registrar has a form titled **Declaration or Change of Major**, which you should have completed by now. A quick way to check on whether you have declared your major would be to look at the top of a recent grade report. If the space marked "Major" is empty or incorrect, you need to complete one of these forms. Check a current copy of your transcript to be sure that your academic major is correctly described (e.g., Psychology, Sociology, Mathematics, Special Education). To declare your major, you would 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.

12. TESTING REQUIREMENTS FOR TEACHER CERTIFICATION CANDIDATES

PLEASE NOTE: Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022, requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills required under section 1207.3 and 22 Pa. Code § 49.18(c) (relating to assessment) for 3 years from July 8, 2022, through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.

BASIC SKILLS

ALL UNDERGRADUATE Teacher Certification Candidates must demonstrate competency in the basic skills (Reading, Mathematics, and Writing). Multiple options are available to accomplish this.

One option is for students to submit 3 passing individual ACT/SAT Reading, Math, Writing composite scores as determined at the time they tested. For example, if tests taken in 2016 produced scores of at least 27 in Reading; 26 in Math; 28 in Writing OR a combined score of at least 81, the student may be exempt from all 3 basic skills.

These three tests must be passed for a student teaching application to be considered by the Teacher Education Committee (TEC). **SCORES MUST BE SUBMITTED TO THE PROGRAM COORDINATOR IN THE EDUCATION DEPARTMENT PRIOR TO REGISTERING FOR COURSES ALIGNED WITH STAGE 3 PRE-STUDENT TEACHING COURSES.**

If the student is not exempt from basic skills based on their ACT/SAT scores, they must take the PAPA or CORE tests immediately as described below.

Note: Students may combine passing test scores to exempt out of each skill. For instance, if a student has a passing ACT/SAT score in Reading, but not Writing, the Reading score will be accepted. However, the student will still need to produce a passing Writing score in another manner - i.e., through PAPA or CORE.

Pass the “basic skills” Pre-service Academic Performance Assessment (PAPA) Tests administered by Pearson as described below. It is recommended that students take the PAPA modules in the freshman year. Please visit [Pennsylvania Educator Certification Tests](#) for additional information about required testing. **Register for PA701.** A composite scoring option is available, however the minimum score for tests not passed must be met.

Module	Subject	Passing Score	Minimum Score
Module 1 (Code 8001)	Reading	220	193
Module 2 (Code 8002)	Mathematics	193	174
Module 3 (Code 8003)	Writing	220	192

Pass the Core Academic Skills for Educators (CORE) modules administered by ETS as described below. Please visit [Praxis: Pennsylvania: Test Requirements](#) for test registration. A composite scoring option is available; however, the minimum scores must be met for tests not passed.

Test	Subject	Passing Score	Minimum Score
CORE Test 5712	Reading	156	148
CORE Test 5722	Writing	162	158
CORE Test 5732	Mathematics	142	132

Effective March 2016, candidates may combine individual tests (PAPA and CORE) from different vendors to meet the basic skills requirement. The policy is retroactive for all open applications. Candidates electing to use tests from different vendors cannot use a composite score. They must meet the qualifying score for each individual test.

NOTE: *Candidates who test outside of PA should list both the Pennsylvanian Department of Education and Moravian University as score recipients. PDE must receive scores directly from the testing service before granting certification*

In addition to the basic skills tests, ALL candidates for initial certification will be required to pass the content test(s) corresponding to their specific certification area.

Students applying for an **Instructional PK–12 (Art, Music, and Foreign Language)** certificate must also pass **Fundamental Subjects: Content Knowledge (5511)** along with the appropriate Praxis II test(s). Students should take this test any time prior to student teaching.

Early Childhood Education (Pre-K – Grade 4) candidates will take all advanced tests through [PECT](#).

Students in all other certification areas will need to take **PRAXIS II tests administered through [ETS \(Educational Testing Services\)](#)**. The student may also use this website to register for the appropriate tests. It is recommended that students take the **content area test(s)** after taking most of the content and methods courses in their discipline but try to avoid taking the test during student teaching.

WHEN SHOULD I TAKE THE TESTS?

Basic skills tests for Reading, Math, Writing must be passed with scores submitted to the Education Department Program Coordinator prior to enrolling in Stage 3 pre-student teaching courses.

Content Area Tests: Take the specialty area test after having taken most of the content area courses and methods courses in the appropriate discipline.

HOW DO I REGISTER FOR THE TEST?

The testing services recommend online registration.

For **PECT (Pennsylvania Educator Certification Tests)** tests including the **PAPA** and all Early Childhood (PK – Grade 4), Special Education PreK-8, and Special Education 7-12 tests, [click here](#).

All other certification area candidates must take the ETS PRAXIS II exams.
[Click here](#), then click **Registration**.

When registering for a test, make sure to follow the directions carefully. Make sure to do the following:

1. **Under “Designated Score Recipient,” make sure to identify Moravian University as a score recipient by placing the correct number in the appropriate box.** The University requires students’ scores to make recommendations to the state for certification.
2. **Ensure to designate the Pennsylvania Department of Education as a score recipient when the tests are taken out-of state.** If hoping to be certified in New Jersey or some other state, students must also have scores sent to that state’s Department of Education.

HOW SHOULD I PREPARE FOR THE TEST?

1. Practice tests are available online for all tests.
2. There are also test preparation books available at libraries and for purchase.
3. The toughest test tends to be the content area test. Beyond doing items 1 and 2 above, review texts from courses that relate directly to the content areas that will be addressed.

CONTENT AREA TESTS

Certification Area	Test Number	Test Subject Area and Other Information
Early Childhood PK-4 (Pearson)	8006	Module 1
	8007	Module 2
	8008	Module 3
Middle Level Education 4-8	5152	PA Grades 4–8 Core Assessment
	5153	Pedagogy Subtest
	5154	ELA and Social Studies Subtest
	5155	Math and Science Subtest
Middle Level Education 4-8 Subject Concentration Test (Choose 1)	5156	PA Grades 4-8 Subject Concentration: English Language Arts
	5157	PA Grades 4-8 Subject Concentration: Social Studies
	5158	PA Grades 4-8 Subject Concentration: Mathematics
	5159	PA Grades 4-8 Subject Concentration: Science
Art Education PK-12*	5134	Art: Content Knowledge (computerized only)
Biology 7-12	5236	Biology: Content Knowledge (computerized only)
Chemistry 7-12	5246	Chemistry: Content Knowledge (computerized only)
Citizenship Education 7-12	5087	Citizenship Education: Content Knowledge (computerized only)
English 7-12	5038	English Language Arts: Content Knowledge (computerized only)
French PK-12*	5174	French: World Language (computer delivered)
German PK-12*	5183	German: World Language (computer delivered)
Spanish PK-12*	5195	Spanish: World Language (computer delivered)
General Science 7-12	5436	General Science: Content Knowledge (computerized only)
Mathematics 7-12	5165	Mathematics: Content Knowledge (computerized only)
Music PK-12*	5113	Music: Content Knowledge (computerized only)
Physics 7-12	5265	Physics: Content Knowledge (computerized only)
Social Studies 7-12	5081	Social Studies: Content Knowledge (computerized only)
Special Education PK-12	5354	Special Ed: Core Knowledge/Application (computer delivered)

* These candidates must also take the **(5511) Fundamental Subjects: Content Knowledge** test.

EARLY FIELD EXPERIENCES – STAGES 1 & 2

THE STAGE 1 & 2 FIELD EXPERIENCE

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

1. ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating 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 cooperating 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 work with individual students and 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 the cooperating teacher 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 college personnel in evaluating the strengths and needs of the pre-service teacher.
9. Review and initial the attendance sheet on a weekly basis.
10. Complete the evaluation and attendance sheets and return them to the Director of Field Experiences by the deadline.

Once again, thank you for your commitment to our pre-service teachers. Without your support, Moravian University's teacher preparation program would not be as effective as it is.

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

2. ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The role of the University Supervisor will be to support the pre-student teacher's performance in the school setting. To this end, a supervisor will visit and conduct at least one formal and informal observation during the pre-service teacher's field experience. A supervisor will also conference with the cooperating teacher on a regular basis. A final grade based on the pre-student teaching evaluation and coursework will be determined by the instructor(s).

3. 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 cooperating teacher's classroom. Read the information carefully and then ask professors, cooperating teachers, and the Director of Field Experiences any questions that may arise. The Education Department intends this to be a rewarding experience and will assist in any way to ensure this objective.

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. Here are 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 cooperating 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 cooperating 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 she/he will accomplish.

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

Conversation: It is essential for a pre-service teacher to talk to his/her cooperating teacher about the nature of the profession.

4. EXPECTATIONS OF THE STAGE 1 & 2 FIELD EXPERIENCE PRE-SERVICE TEACHER

1. Send a letter of introduction which has been carefully proofread to the cooperating teacher prior to starting the experience.
2. Attend the field experience the entire semester at all agreed-upon times for a minimum of 40 hours. Most pre-service teachers will have more than 40 hours.
3. Complete the attendance sheet daily. Hours must be totaled and verified at the end of the experience by the cooperating teacher. Timesheets should be emailed to the Director of Field Experience. Please maintain a copy for your records.
4. 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.

5. Contact the cooperating teacher and the Director of Field Experiences in the morning before 7:00 A.M. if you will be absent from or late to school. The pre-service teacher must obtain all necessary contact information. Pre-service teachers are required to make up any missed time.
6. E-mail the Director of Field Experiences immediately regarding any changes in schedule.
7. Follow Pennsylvania's Code of Professional Practice and Conduct for Educators
<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>
8. Follow the Moravian University Field Experience [Guidelines for Dress, Conduct and Attendance](#).
9. Properly introduce yourself to the principal, administrative assistants, teacher assistants, custodians, and other support staff. Address all personnel with the appropriate title & surname.
10. Follow school procedures for signing in/out, parking, wearing visitor badges, and all emergency protocols, etc.
11. Share the course(s) syllabus(i) with the cooperating teacher during the first week of the experience to ensure completion of course expectations.
12. Assist the cooperating teacher with classroom activities, individual students, and small groups. Be an active participant!
13. Discuss the following items with your cooperating teacher:
 - Philosophy of teaching
 - Classroom and school policies and procedures regarding discipline, signing in/out, parking, fire drills, snow days, lockdowns, etc.
 - Classroom curriculum, assessment, management, record keeping, 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.

WORDS OF ADVICE:

Help the cooperating teacher find a meaningful role for you to occupy in the classroom.

Remember that, as a pre-student teacher, you must always conduct yourself in a professional manner with the cooperating teacher, other staff members, and students.

5. EVALUATION

A portion of the pre-service teacher's final grade is determined by the cooperating 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 cooperating teacher informally review 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 along with the signed attendance sheet by the date indicated in the initial communication. You should retain copies of these forms in your records.

NOTE: A list of hyperlinked program documents is included in this handbook's [Table of Contents](#).

PROGRAM SPECIFIC INFORMATION: STAGES 3 & 4

- [Early Childhood-Stage 3 Field Experience & Stage 4 Student Teaching](#)
- [Early Childhood Special Education-Stage 3 Field Experience & Stage 4 Student Teaching](#)
- [Middle Level \(4-8\) Certification Program Handbook](#)
- [Secondary Education Certification Program Handbook](#)
- [Art Education Handbook-Stage 3 Field Experience & Stage 4 Student Teaching](#)
- [Music Handbook-Stage 3 Field Experience & Stage 4 Student Teaching](#)