

MORAVIAN
UNIVERSITY

Education Department Music Education



*Field Experience Handbook:
Stages 3 & 4 (Student Teaching)*

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PROGRAM DOCUMENTS – STAGES 3 & 4

- **STAGE 3 – PRE-STUDENT TEACHING**

- [Education Department Teaching Competencies Rubric](#)
- [Field Experience Final Evaluation for Stage 3](#)
- [Field Experience Timesheet for Stage 3](#)

- **STAGE 4 – STUDENT TEACHING**

- [Teaching Competencies Rubric](#)
- [Student Teaching Weekly Observation Report for Stage 4](#)
- [Final Evaluation for Stage 4 Student Teaching](#)

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>

MUSIC EDUCATION

STAGE 3: PRE-STUDENT TEACHERS

INTRODUCTION

Moravian's Music Education 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.

The following section of this handbook has been developed to promote understanding of the Music Education Stage 3 Pre-Student Teaching Program. It consists of a statement of the roles and responsibilities of those involved in the program and a description of the evaluation procedures that have been developed to be consistent with a reflective teaching practice.

Everyone involved in the Music Education Stage 3: Pre-Student Teaching Program should read this section of the handbook carefully. Since this experience is, in large part, a network of relationships, each person involved should have a clear understanding of how his, her, or their 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 the concluding section of this handbook.

Any concerns should be directed immediately to the Education Department Director of Field Experiences. Questions, comments, and suggestions are also welcome.

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 3 Field Experience pre-service teachers should 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 3 PRE-SERVICE TEACHER

The Stage 3: Pre-Student Teaching Experience is the precursor to the final stage of the certification process, Stage 4: Student Teaching. It is an opportunity for the pre-service teacher to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. We encourage you to take full advantage of this opportunity. The following suggestions are guidelines which may be adjusted to coordinate with the unique needs of your cooperating teacher's classroom. Read the information carefully and then ask your supervisors any questions you might have. The purpose of pre-student teaching is to help you prepare for student teaching. We want this to be a rewarding learning experience and will assist you in any way that we can.

The pre-service teacher will become familiar with:

- Classroom curriculum materials.
- The cooperating teacher's philosophy of teaching.
- Classroom record keeping system.
- Classroom management techniques.
- Provisions for differentiated instruction.
- Classroom support services.
- 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.

The pre-service teacher will assist the classroom teacher with classroom activities.

The pre-service teacher will work with individual students or small groups.

The pre-service teacher will plan, prepare, and teach a minimum of two lessons in each appropriate content areas for whole group instruction.

NOTE:

Each lesson plan must be reviewed and initialed by the cooperating teacher at least 48 hours prior to the lesson's delivery. Lesson plans must be always made available for review by the visiting University supervisors.

The pre-service teacher will design and develop all the following teaching materials to support either a lesson or other experiences:

- Learning game(s)
- Assessment tools
- One the following teaching aids: interactive bulletin board or learning center, and technology aids.

The pre-service teacher will have a "working" portfolio in the classroom where the supervisors can see the lesson planning, etc.

The pre-service teacher will:

1. Attend the field experience at all agreed-upon times, for a minimum of 75 hours for each semester (Fall and Spring).
2. Send a letter of introduction to his/her/their cooperating teacher prior to starting the experience.
3. Be punctual. Lateness is unprofessional behavior and will be viewed as an unexcused absence.
4. Present lesson plans for the cooperating teacher to initial and approve at least 48 hours before the lesson's delivery. Pre-service teachers failing to meet this guideline will not teach their lessons.
5. Complete the attendance sheet daily. The attendance sheet should be in the possession of the cooperating teacher throughout the experience.
6. Contact the cooperating teacher, university supervisor, and the Director of Field Experiences in the morning **(before 7:00 A.M.)** if he/she/they will be absent from the field experience. If the cooperating teacher and/or supervisor prefers to be contacted at home, it is the pre-service teacher's responsibility to get appropriate contact information from his/her/their cooperating teacher and supervisor. Pre-service teachers are required to complete any field experience hours for which they were absent. **Appropriate documentation is required for all absences. An unexcused absence will result in a failing grade.**
7. Follow [Pennsylvania's Code of Professional Practice and Conduct for Educators](#).
8. Always demonstrate professional attitude and behavior.
9. Follow the Moravian University [Field Experience Guidelines for Dress, Conduct and Attendance](#).
10. Address all personnel with the appropriate title and surname.
11. Follow school procedures for signing in/out, parking, wearing visitor badges, etc.
12. Introduce yourself to the principal, secretaries, custodians, and other support staff.
13. Discuss the pre-student teaching requirements with the cooperating teacher during the first week of the experience.
14. Email all university supervisors and the Director of Field Experiences two days in advance of any changes in schedule.

4. EVALUATION

The pre-service teacher will receive a letter grade for the pre-student teaching experience based on the cooperating teacher's evaluation, the supervisors' assessment, and his/her/their pre-service teaching portfolio.

The Cooperating Teacher's Evaluation

We ask that the evaluation checklist be used throughout the experience as a reference tool. Additionally, we ask that midway through the experience the cooperating teacher informally review the evaluation checklist with the pre-service teacher. This will help the pre-service teacher evaluate his/her/their performance and allow time for any necessary changes to occur. The final evaluation should be shared with the pre-service teacher prior to sending it to the Director of Field Experiences. The final evaluation and attendance sheet should be signed and dated by both the cooperating teacher and the pre-service teacher. Please email the completed, signed and dated form to the Director of Field Experiences by the date requested.

EDUC 367 Resource Portfolio (final assignment in lieu of final exam)

A resource portfolio is a collection of materials that you will collect over the course of your education classes. It will include handouts and materials from class, but also worksheets you develop, items and ideas you pick up from your co-ops, lists of interesting websites you find and any number of items, etc.

The purpose of this portfolio is:

- To establish a repository for information that will be used as a personally-constructed resource for planning now and as you continue your teaching career. It should be organized in the categories listed on the attached rubric with dividers for each category clearly labeled. You will continue to add to this resource portfolio each year.
- To review and reflect on your learning this semester and your personal growth as a pre-service music educator.

Due Date:

Your portfolio is due at your conference time which will occur during Finals week.

At this conference you will present your portfolio and discuss your personal goals for the next year.

- **How it should be presented:**

- It should be presented in a 3-ring binder.
- Your name should be on the **front** of the binder.
- Do not include any materials that do not represent professional work please. Hand written notes on completed work are acceptable, but anything created that was to be handed out to your students should be word processed and professional looking.

- **How it should be organized:**

- Organize your portfolio so that items are easily found.
- Create sections with clearly labeled dividers for specific categories, even if you only have one or two artifacts to place in the section – you will continue to add to these sections next year. You will be provided a suggested order. If you prefer different categories, or a different order, please provide a brief explanation with your rationale.

- **What should be included:**

- **cover page** with your name – your name should also appear on the outside of the binder.
- **table of contents.**
- **revised philosophy** of music education
- **teaching reflection** of one to two pages

Specifically comment on the following areas and provide specific examples if possible:

- Your planning and preparation
- Classroom environment (management)
- Instructional delivery (how creative and interesting the lessons were)
- Professionalism (how you interacted and presented yourself in the field)
- Generally, comment on:
 - What you see now as your strengths and weaknesses as a future teacher as you head into your senior year.
 - What do you feel most confident about? Least confident?
 - What do you feel you need to learn more about?
 - What are your goals for yourself for next semester?
 - Comment about what you are most concerned or excited about as you move to your next placement in the fall in secondary.

- **Observation reflection – Iceberg observations and video observations** (print the graded versions); include a written summary for this section stating what you learned from doing these observations/video reflections

- **Lesson plans including:**

- the most successful lesson plans from your field placement with a statement describing why they were particularly successful; and
- your five-lesson unit (revised versions of the lessons)
- photographs of you working with students

- **Handouts** from class, *demonstrating your interaction with the text through highlighting, notes in the margin, underlining, or questioning the text.*

- Elementary General Music including:
 - Specific methodologies (Gordon, Orff, Kodaly, Dalcroze, etc.)
 - Songs for general music (as opposed to choir)

- Materials and handouts
- o Elementary Choral/Vocal Music including:
 - Vocal development
 - Vocal health
 - Repertoire
- o Instrumental Music including:
 - Small Group Lessons
 - Instrumental Ensembles
 - Instrumental Resources (repairs, vendors, etc.)
- o Special Education
- o ELL and multicultural resources
- o Curriculum development
- o Administration
- o Advocacy
- o Technology
- o General resources including:
 - Resource scavenger hunt
 - Information on vendors
 - Handouts and material you found on the NAFME or PMEA website or other sources.
- **Annotated Online Resources:**
 - o For each section, include a page that lists any websites that you have encountered that might be helpful and informative for that particular section, along with a brief annotation. For example, in the General music section , you might want to list specific websites for the various methodologies and annotate them as to what they offer in terms of information.
 - o An annotated list of any vendors for supplies for teaching music that you may have come across and bookmarked in your search for things on the internet
- Other: anything else you feel would be important to include that might end up in your portfolio for employment next spring including photographs of you working with students.

EDUC 368 Resource Portfolio (final assignment in lieu of final exam)

A resource portfolio is a collection of materials that you will collect over the course of your education classes. It will include handouts and materials from class, but also worksheets you develop, items and ideas you pick up from your co-ops, lists of interesting websites you find and any number of items, etc.

The purpose of this portfolio is:

- To establish a repository for information that will be used as a personally-constructed resource for planning now and as you continue your teaching career. It should be organized in the categories listed on the attached rubric with dividers for each category clearly labeled. You will continue to add to this resource portfolio each year.
- To review and reflect on your learning this semester and your personal growth as a pre-service music educator.

Due Date:

Your portfolio is due at your conference time which will occur during Finals week.

At this conference you will present your portfolio and discuss your personal goals for the next year.

- **How it should be presented:**
 - It should be presented in a 3-ring binder.
 - Your name should be on the **front** of the binder.
 - Do not include any materials that do not represent professional work please. Hand written notes on completed work are acceptable, but anything created that was to be handed out to your students should be word processed and professional looking.

- **How it should be organized:**
 - Organize your portfolio so that items are easily found.
 - Create sections with clearly labeled dividers for specific categories, even if you only have one or two artifacts to place in the section – you will continue to add to these sections next year. You will be provided a suggested order. If you prefer different categories, or a different order, please provide a brief explanation with your rationale.

- **What should be included:**
 - **cover page** with your name – your name should also appear on the outside of the binder.
 - **table of contents.**
 - **revised philosophy** of music education
 - **teaching reflection** of one to two pages

- **Teaching reflection** on one or two pages
 - Specifically comment on the following areas and provide specific examples if possible:
 - Your planning and preparation
 - Classroom environment (management)
 - Instructional delivery (how creative and interesting the lessons were)
 - Professionalism (how you interacted and presented yourself in the field)
 - Generally comment on:
 - What you see now as your strengths and weaknesses as a future teacher as you head into Student Teaching.
 - What do you feel most confident about? Least confident?
 - What do you feel you need to learn more about?
 - What are your goals for yourself for Student Teaching?
 - Comment about what you are most concerned or excited about as you move to your student teaching placement.

- **Observation reflection** – this is an overall observation that will include a written summary stating what you learned from doing these observations and reflections.

- **Lesson plans:**
 - Your five-lesson plan project.
 - **A statement** on those that were successful describing why they were particularly successful.
 - Additional lesson plans that you created for your placement in this section.
- **Semester Projects:**
 - Comprehensive Musicianship Project
 - Marching Band Drill Project
 - Warm Up Book Project
 - Choral Soundscape Project
 - Warm-up/Tune-up Assignment
 - Guitar Unit
 - Special Needs/ELL/Cultural Diversity
 - Parent Communication
- **Technology**
 - Classroom resources
 - Music Games
- **Handouts** from class (all topics covered in syllabus) as well as from our workshops.
- **Annotated Online Resources**
 - **For each area (band, orchestra, choral, general), include a minimum of two resources that you have encountered that might be helpful and informative.**
 - An annotated list of any vendors for supplies for teaching music, instrument purchase, repair that you may have come across and have bookmarked for future reference.
- **Other:** anything else you feel would be important to include that might end up in your portfolio for employment including concert programs, photographs of you working with the students.

MUSIC EDUCATION

STAGE 4: STUDENT TEACHING

GENERAL POLICIES AND PROCEDURES FOR ALL STUDENT TEACHERS

1. INTRODUCTION

A student teacher is a person undergoing a unique period of transition. Having invested roughly 16 years as a participant in learning situations designed by someone else, the student teacher is now given the responsibility for designing others' learning experiences. Because the role of the student teacher contains ambiguities and conflicting claims, this period of transition is often one of tension and anxiety. No amount of effort on the part of others involved in the student teaching unit – the cooperating teacher and university supervisors – can eliminate this tension. However, it can be contained within manageable limits if each involved party understands his/her/their responsibilities and completes them mindfully and intentionally.

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 section of the handbook is a summary of the formal requirements of Moravian University's approved certification program, an attempt to address frequently asked questions, and 'best practice' suggestions derived from past experiences in student teaching.

Everyone involved in the teacher education program – student teachers, cooperating teachers, and university 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 his, her, or their 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.

Your questions, comments, and suggestions are invited and will be a valuable contribution to subsequent revisions. Please direct all comments and concerns to the Director of Field Experiences.

2. 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.

3. ATTENDANCE

You are 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.) In other words, you need to be there for the teacher's contractual day. During the student teaching period, you will follow the public school calendar, not the Moravian University calendar, unless otherwise directed by the Director of Field Experiences.

You may be absent from school 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 your cooperating teacher and your Education Department supervisor. If there are more than two excused absences in

a student teaching experience, the excess absences must be made up through consultation with the cooperating teacher, Education Department supervisor, and Director of Field Experiences.

Unexpected absence or lateness is unprofessional behavior and will affect the student teacher's final evaluation and may result in termination of the field experience at any stage.

For all absences, you must do the following:

1. Contact your cooperating teacher as soon as you are aware of an upcoming absence, but no later than 30 minutes before the start of the field experience's school day. Check with your cooperating teacher to see if he/she/they would also like to be called at home. It is the student teacher's responsibility to get appropriate email addresses and telephone numbers from his, her, or their cooperating teacher.
2. E-mail the Education Department Director of Field Experiences and your University supervisors by 7:00 A.M. on every day you are absent.
3. Plan meaningful work for your students to do in your absence. A coherent plan that can be carried out by your cooperating teacher or substitute must be delivered either directly to the cooperating teacher or to the school. This can be accomplished via fax or email.
4. 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.

4. USE OF STUDENT TEACHERS AS SUBSTITUTES

Student teachers should not be used as an alternative to a certified, paid substitute for an absent teacher, including the cooperating teacher. If the student teacher is requested to take the responsibility, it must only be done with the authorization of the principal, notification of the Director of Field Experiences, and designation of a certified teacher to support the student teacher.

5. GRADUATION AND CERTIFICATION

You are responsible for verifying the completion of your degree requirements. Initiating the application for certification may be completed with the assistance of the Education Department's Program Coordinator.

6. APPLYING FOR CERTIFICATION

Pennsylvania Department of Education (PDE) has developed 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 and consequently, paper applications are no longer accepted. To begin, you must register as a user on the [PDE website](#). It is important that you **make note of the username and password that you create**, as you will need to access this website throughout your Pennsylvania teaching career. Certification candidates must wait 24 hours after registering before they can access [TIMS](#) to complete their online certificate application. After you have submitted your application, a bar-coded cover page will be available. This should be mailed, along with any required supporting documentation. (Generally, there are no additional required documents.) A fee may be required to complete the application process. Applications should not be completed in TIMS prior to the month of graduation or program completion, or before you have completed required Praxis and PECT testing.

Any questions regarding your application status should be directed to PDE, as only they can make corrections, assist you with errors, and give you status updates. The PDE certification office phone number is 717-787-3356. Moravian's role is solely to verify that you have completed an educator preparation program and are eligible for certification. Once you have submitted your application, you can periodically check the status through TIMS. **[PDE is no longer printing teaching certificates and it is your responsibility, once approved, to log into TIMS and print your certificate.](#)**

The Pennsylvania Instructional I Certificate is good for six (6) years of teaching in your area of certification, during which time you must complete 24 credits beyond your baccalaureate degree. When you have completed the 24 credits, at least 3 years of teaching, and a successful induction year, you can apply for a Level II permanent certificate.

Since Pennsylvania counts only teaching years, your provisional certificate remains valid even if you do not use it. It is therefore important for you to apply for certification when you complete Moravian's program, whether you plan to seek a teaching position right after graduation. If you do not apply for certification until later, you will be required to satisfy the requirements in place at the time you apply, not those in place when you graduated.

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, are changing their policies, procedures, and requirements, you should consult with the state's Department of Education if you are interested in teaching in another state.

To maintain certification, all Pennsylvania teachers must complete continuing education requirements every 5 years, or their certificates will become obsolete. This holds true whether you hold a teaching job in Pennsylvania or not. A bulletin from the Pennsylvania Department of Education states the following:

"Educators must maintain their certificates as active by earning 6 collegiate credits or 6 PDE-approved in-service credits or 180 continuing hours or any combination of the above every five calendar years." (Act 48)

You are permitted to apply coursework taken for permanent certification to fulfill your Act 48 obligations.

The 5 years begin when you receive your certificate, unless you request to be placed on "inactive service" which can be done online through TIMS. If you do not fulfill Act 48 obligations, your teaching certificate will be void. Questions about Act 48 should be directed to the PDE Bureau of Teacher Certification and Preparation.

7. HEALTH FORMS

There are two different forms which require some physical examination. You can have the physical and the TB (Mantoux) test done at the [Moravian University Health Center](#), or you may use your personal primary care physician.

- **TB (Mantoux) Test** – Pennsylvania state law requires that all school personnel, including student teachers, be tested for TB. The form revealing test results must be signed by a nurse or physician.
- **School Personnel Health Record** – The "School Personnel Health Record" may be needed for employment. Some districts will request that you send a copy to them with your resume or completed application. **It is your responsibility to keep the form and have it sent out when requested by a district. It is not included in your placement file.**

8. ESTABLISHING A TEACHER PORTFOLIO

Seeking a teaching position involves the student establishing a file of personal information, recommendations, and evaluations that can be sent to prospective employers in the form of an electronic portfolio or paper file. Some of the pieces of the portfolio are described in detail below. This is the student's responsibility.

Resume and Recommendations: important parts of your placement folder.

- **Resume** – Your resume is the first thing employers will see when they open your portfolio. It should look professional. More will be said about the resume in your student teaching seminar.
- **Letters of Recommendation** – Since your cooperating teachers and your university supervisor(s) will automatically fill out a Student Teaching Evaluation, DO NOT ask them for a letter of reference. A good strategy is to request two Moravian professors to write letters which attest to your competency in the subject area. A third letter should be more of a character reference. A former employer, someone in the clergy, or someone (not a relative) who knows you well could provide such a recommendation.

Copies of Clearances: be certain that all clearances are current (less than one year old) while actively seeking employment.

- **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 or Rap

Sheet) 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** *New Record Check - Volunteers Only*) 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 years. Compile a record of all clearances, including Mandated Reporter certification TB test results.

9. REVIEW OF TEACHER PLACEMENT FILES

All final evaluations will be placed in a teacher placement file at the University. To guarantee confidentiality and appropriate use of the placement file, the Education Department will release copies only to prospective employers upon request of the certification candidate of the employer.

A successful certification candidate may challenge any material in the file that he, she, or they judges to 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 and the writer of the evaluation or recommendation. If the certification candidate and the writer cannot agree on the accuracy or propriety of the statement, the certification candidate may petition the Teacher Education Committee for a hearing. The Committee can 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. If you plan to challenge any material in the file, you must notify the Chair of the Education Department in writing.

Placement files will be kept on file in the Education Department for seven years. After seven years, the records will be destroyed. The Education Department will maintain a database of your student teaching experience. Please inform the Education Department's Program Coordinator of any changes in your status. Official transcripts may be requested from the Registrar at any time.

10. INITIATING THE EMPLOYMENT PROCESS

The employment process generally includes the development of a personal resume and cover letter and an interview. If you have not already done so, you should draft your resume. Both the Moravian University Career Center and the Education Department hold workshops on resume development. We recommend you keep your resume on a word processor/ computer for easy revision and editing.

Be certain to consult school district webpages concerning employment for information about job openings and application procedures. Follow the procedures outlined by each school district precisely, as they will vary. Initial contact with prospective employers will be made through a cover letter explaining who you are, while expressing an interest in possible positions in that school district. You should enclose a copy of your resume with your introductory letter. Further information about the job search process will be provided in the student teaching seminars.

Several online services are available to facilitate the application process for prospective teachers. These are now preferred over paper applications in most school districts. A successful certification candidate can register and submit credentials online. The applicant's credentials can then be shared with participating school districts. It is highly

recommended that you take advantage of these services. In Pennsylvania, [PA-Educator](#) and [PAREAP](#) are recommended.

You may request that documents kept on file in the Education Department be shared with prospective employers. We recommend that you stay informed about job openings by checking district websites frequently and by contacting the Human Resources Offices of prospective districts to inquire about postings in your certification area.

11. ABOVE AND BEYOND

Those who excel in student teaching are typically those who go above and beyond what is simply “required.” In the final analysis, you have a great degree of control over your level of success. Get into the task from the start, be enthusiastic, be flexible, have a sense of humor, experiment, work hard, and above all else, enjoy what you are doing.

ROLES AND RESPONSIBILITIES OF THE STAGE 4 STUDENT TEACHERS

Your role as a student will be both challenging and rewarding. You are not yet a professional teacher but will be expected to conduct yourself as if you were. You will be expected to take control of the learning of a group of children, but to remember as well that you are a short-term guest in another teacher's classroom. You will be expected to be assertive and innovative, yet flexible and receptive to criticism. You will be expected to be yourself, a developing professional, while conforming to the rules of your host classroom.

The guidelines given below should be read carefully. The purpose of student teaching is to help you develop into a competent professional. We will assist you in any way we can. This handbook cannot anticipate all your questions, so please ask.

A. PREPARE YOURSELF

Student teaching will be physically and psychologically exhausting. It will also be fun if you are properly prepared. Expect it to consume most of your waking time. Expect to put in long hours in daily preparation. Expect to enjoy your relationship with your students, your cooperating teacher, and your colleagues.

- **When does it start?**

The actual student teaching experience begins within the first week of the semester. The seminar, however, begins on the first regularly scheduled class session. The early seminar is important because this is where many of your early questions will be answered, and individual problems ironed out.

- **Introductions**

You will have received your student teaching assignments well before the scheduled starting date of student teaching. You have mailed a letter of introduction to both your cooperating teachers. If you have not received communication from your cooperating teacher, do not worry. Each has his/her/their own style. Do be prepared for the first day of student teaching to arrive early so you can connect with your cooperating teacher. It is, however, preferable that you have an opportunity to meet and talk with your cooperating teacher prior to this first day.

Plan to meet the building principal. You want the principal to know you. You may perhaps invite him/her to come in and observe your teaching. As soon as you have a copy of your resume, send it along with a letter. This may be in the form of a "thank you" letter at the end of your student teaching experience in that school.

Also make sure that you introduce yourself to the office staff and the custodian. They are extremely important to the smooth running of the building and will be good allies for you to have.

B. SCHOOL POLICIES AND PROCEDURES

Your student teaching experience will start smoothly if you are quite clear on the school's policies and procedures. Some of the areas of concern are listed below.

- **Dress**

It is important to make a positive initial impression of your cooperating teacher, students, and principal. The Moravian University Education Department has a written dress code that was developed to help maintain professional appearance. The dress code must be always followed. A copy of the code is in the Stage 1 & 2 portion of this handbook.

- **Parking**

Some schools have separate parking areas for guests and visitors. Ask your cooperating teacher where you should park.

- **Sign-In and Sign-Out**

Most schools have a sign-in system for teachers and student teachers. Find out what the arrival time is for teachers and arrive at that time, preferably before contract time. Leave only at the teachers' dismissal time or later.

- **Coffee Fund**

If you drink coffee in the teachers' lounge, find out what the reimbursement or cooperative costs are, and pay your share.

- **Playground Rules**
You may be expected to participate in all facets of the teachers' day, including recess and lunch supervision, where these exist. Ask what the rules of acceptable behavior are and hold students to them.
- **Supply Room**
Find out which materials are available to you and which materials you are welcome to use.
- **Parent-Teacher Conferences**
These will typically be handled by your cooperating teacher, but you may be expected to be present and contribute if you can.
- **Technology**
Make full use of whatever hardware and software you have available to you. Try to incorporate the use of technology into some of your lessons.
- **Support Personnel**
Ask about support personnel (nurse, counselor, psychologist, speech therapist) and their schedules. Although you probably will not have occasion to use them, this is important information to have.
- **Specialists**
Inquire about schedules of specialists (Reading, Music, Music, ESOL, SPED, etc.). If a specialist is scheduled to come into your room, be prepared. If a student is due to see a reading or speech teacher, see that the student makes the appointment on time. During your first two weeks, you should observe your class in each specialty area at least one time.
- **Medical Histories**
Find out the procedures for handling emergencies and medical issues of your students.
- **Legal Concerns**
Find out if there are legal concerns for any of your children, for example: custody issues, protection orders, IEPs, and section 504 plans. Make sure you know the procedures to follow for all cases. You may be responsible for the implementation of IEPs, Section 504 plans, and health plans. Ask your cooperating teacher to make these documents available for your review. In addition, ask your cooperating teacher about any English language learners.
- **Fire Drills**
Find out the warning signal for fire drills, the proper exit for your classroom, and the way the children and you are to leave the building.
- **Lockdowns**
Find out the procedures for lockdowns, including any safety precautions you need to take.

C. TEACHING SCHEDULE

Your cooperating teacher will assume that you have come prepared to work. Expect to observe for the first day or two, and then to slowly take over most of the teaching responsibilities. Although the schedule will vary according to your preparedness and your cooperating teacher's judgment and preferences, the following schedule is a rough estimate:

- **First two days:** observation and participation
- **By day three:** start taking over individual lessons
- **By the end of the first week:** have several lessons or specific groups as a regular responsibility
- **By the end of the third week:** have the equivalent of a halftime responsibility
- **Within the fifth week:** should have assumed full 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. The planning and organizational responsibilities, however, should be yours.

D. HOUSEKEEPING

Housekeeping comprises an important part of a teacher's responsibility. It involves keeping the educational setting ready for learning. Follow your cooperating teacher's lead and be sensitive to the housekeeping chores which must be done. Be assertive in asking to take on these responsibilities.

E. PROFESSIONALISM

You should conduct yourself in a professional manner whenever you are in your classroom setting, in the corridors, and in the teachers' lounge. 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.

F. 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." Keep this in mind when dealing with student academic, health, and personal records. Do not discuss the needs of students with others. This is a breach of confidentiality.

G. PREPARATION AND PLANNING

You will be expected to present your daily and weekly plans to your cooperating teacher 48 hours prior to teaching your lessons. Student teachers failing to meet this guideline will not teach the lessons. This advance planning allows the cooperating teacher to give you helpful suggestions on your lessons and to step in if you should be absent. You will be expected to begin your student teaching experience with detailed written plans. The format for lesson plans is in this handbook. This format should be followed for at least the first three weeks of each student teaching experience. You can switch to a block plan after the third week if your cooperating teacher and your university supervisor approve of the switch. Remember that most teaching problems stem from inadequate planning. When the University supervisor comes to observe, provide him/her with your lesson plan so that he/she/they will know what the class is doing and why.

H. DISCIPLINE

Meaningful engagement of students is the most effective classroom management technique.

Discipline problems can be avoided, or at least minimized, if the student teacher has taken preventive measures. The following guidelines should be helpful.

- Find out what the classroom rules are and be firm in supporting them.
- Learn your students' names immediately. Ask your cooperating teacher for a class roster and study the names. Put names and faces together when you are observing during the first day or two.
- Do not send students to the office unless necessary. Different schools have different policies on this point, so find out what the practice is in your school.
- Parents can be useful in helping to eliminate problem behavior but use this strategy only through your cooperating teacher.
- Watch the sanctions your cooperating teacher uses very carefully. The students are used to these and will probably respond.

I. STUDENT EVALUATION

Responsible feedback is important to student learning. Read and comment on, or evaluate, all work that your students do. Do not give an assignment and simply throw the papers away. Return schoolwork as quickly as possible. No paper or project should be held for more than a few days. Evaluation tools should be designed using a computer and 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 your objectives have been achieved, to check for student understanding, and to inform future instruction. You can increase the validity of your assessments by developing them before you teach the lesson rather than after the project has been given.

J. EVALUATION OF YOUR PERFORMANCE

- **The Cooperating Teacher**

The primary role of the cooperating teacher is to assist in your professional development. You should receive informal feedback daily, and formal feedback on your observation record on at least a weekly basis. The weekly observation record is a form of communication between the student teacher and cooperating teacher. The observation record also will reflect your final PDE 430 evaluation. If you are not receiving the feedback, you feel you need, ask your cooperating teacher to provide it. Sometimes it is 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. If that doesn't work, speak with your supervisor.

- **The University Supervisors**

The role of the University supervisor will be to support your performance in the schools. To this end, the supervisors will observe a minimum of four formal lessons during each experience. You will select the first three lessons to be observed. By the time of the third observation, a supervisor may also record the lesson(s). There will be conferences before and after your observations. Make sure you check with your supervisors regarding this so you and your cooperating teacher plan accordingly. Although possibly arranged with your cooperating teacher, the fourth observation may be unannounced. Supervisors are free to stop in at any time during your experience. As part of the process for state certification, the form [PDE 430](#), ***Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice***, will be used as an evaluation tool by the University supervisors at least two times over the course of the semester.

- **Evaluation and Self-Evaluation**

Evaluation of your work is not only for university supervisors and cooperating teachers. The most constructive evaluation is that which you do for yourself from day to day, and a capacity for self-criticism and self-correction is an important characteristic of an effective teacher. You need to become more conscious of your teaching, learning, and schooling. You need to evaluate your practices in relation to those beliefs. You need to develop a personal style that fits your personality and is useful in carrying out important educational goals. This should be part of your self-evaluation. Discuss your self-assessment with your cooperating teacher and University supervisors regularly and request a more formal conference if you find that their evaluations of your work differ significantly from your own.

- **Video Recording**

You may be recorded during each of your student teaching experiences. The major purpose of this is self-observation and analysis. Although the supervisors will occasionally use the video to reinforce her observations, the primary purpose is for you to evaluate your own performance. The recording can also serve as an effective interview tool. Make sure you follow building procedures to secure appropriate permission to use video recording.

- **The Evaluation Forms**

Your cooperating teacher will complete a weekly observation form which will be copied electronically to you and your university supervisors. These observations are for your information and will not be placed in your placement file. However, the weekly observation form will be used to determine your final scores on the PDE 430. In the last week of each experience, your cooperating teacher will complete a final comprehensive evaluation form. Your university supervisors will also complete ***Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice***. These evaluations will be placed in your placement file.

Any comments in the evaluation forms which you feel are unfair or not representative of your work should be reviewed at the time of the observation. If the evaluator chooses to stand on his/her/their judgment, you have a right to appeal to the Teacher Education Committee through the Department Chair. You have a right to attend the appeal. The cooperating teacher and supervisors will be notified of the appeal and given the option of attending. The Committee can decide to delete the evaluation completely or retain it as well.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHERS

As a cooperating teacher, you share in the final stages of the teacher preparation process at Moravian University. It is through your competence, professionalism, and sensitivity that 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 in the process of teaching children. Moravian asks that you accept only the best from its student teachers and that you do this in an atmosphere of gentleness and support.

A. PENNSYLVANIA STANDARDS FOR PROGRAM APPROVAL AND TEACHER CERTIFICATION

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:

“Cooperating teachers trained by the preparation program faculty and who have the following:

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

B. SETTING THE STAGE

Obtain copies of curriculum guides and textbooks for the student teacher. Prepare a desk or table with other appropriate teaching supplies and school schedules and calendars. If you are willing to share your professional library and supplies, provide a system for checking them out. Make the student teacher feel welcome to your classroom and school. Introduce the student teacher to the principal and other school personnel, to school/classroom policies and procedures, and to your students. Always use the student teacher’s professional name with students.

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, inform the student teacher of any English language learners.

C. TEACHING SCHEDULE

You will assume that your student teacher has 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:

First two days: observation and participation.

Try to structure the student teacher’s observations by having him/her concentrate on specific topics such as:

1. Motivation techniques
2. Establishing clear learning objectives
3. Appropriate learning tasks
4. Approaches to use in developing learner confidence
5. Giving rewards and feedback
6. Provisions for sequential practice
7. Teaching for transfer
8. Lesson introductions
9. Lesson closures
10. Classroom management techniques
11. Questioning techniques
12. Giving directions and assignments
13. Planning teaching-learning strategies in each curriculum area
14. Integrating curriculum areas
15. Planning independent work
16. Alternative teaching strategies
17. Provisions for individual differences
18. Management of multiple groups

19. Handling of classroom conditions: lighting, seating, and ventilation
20. Student assessments including test construction
21. Self-evaluation of teaching
22. Using and extending curriculum materials
23. Using technology
24. Encouraging student participation
25. Working with building supervisors and specialists
26. Creating effective instructional aids and display areas
27. Homework assignments
28. Differences between large and small group instruction.

By day three the student teacher should start taking individual lessons.

By the end of the first week the student teacher should have several lessons or specific groups as a regular responsibility.

By the end of the third week the student teacher should have the equivalent of halftime responsibility.

Within the fifth week the student teacher should have assumed full responsibility.

During the sixth and seventh weeks the student teacher should have assumed total responsibility for the classroom. This does not, of course, preclude team teaching between you and the student teacher. The planning and organization, however, should be the student teacher's responsibility.

D. 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 plans must be word processed. Please make comments right on the plans, initial, and date so the University supervisors know you have had input.

When student teachers have half the teaching responsibility, they may switch to block plans with the consent of the cooperating teacher and the University supervisor. The cooperating teacher should continue to initial and date these plans for the University supervisor. If a student teacher has moved to block plans and is teaching a new subject, she/he/they must write a minimum of two long plans for each new subject.

E. 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, something that 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 behavior problems, but you are in the best position to see how these general propositions apply in the specific circumstances of your school. Since you have already established certain norms and procedures for your students, be sure that the student teacher knows what they are and uses them as a framework for his, her, or their decisions. As incidents arise, help the student teacher analyze the situation, determine his/her/their own course of action, and assess the results. Unless the situation is particularly urgent, resist imposing your own solution before the student teacher has tried to work things through. If problems are persistent or if the student teacher is unresponsive or ineffective in dealing with them when they arise, initiate a conference with the University supervisor right away.

F. THE STUDENT TEACHER'S NON-TEACHING RESPONSIBILITIES

The student teacher is expected to share your 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 for these professional meetings by the Education Supervisor.

G. SUPERVISING AND EVALUATING STUDENT TEACHERS

Like the induction year, we can view the student teaching experience as one more stage in this 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 you do from day to day. It is most helpful if you 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 your own experience, professional judgment, and knowledge of your students, and the need for a student teacher to explore different ideas and techniques. Try to introduce your student teacher to a variety of methods and materials and, within limits, encourage the student teacher to be imaginative as he, she, or they begins to gain confidence.

The post-observation conference then becomes extremely important. It is a time for you and the student teacher to discuss his, her, or their teaching. It is important for the student teacher to think in terms of his, her, or their own view of good teaching, how his, her, or their own practice fits into that view, and where his, her, or their practice falls short. The student teacher may also discover that his, her, or their view is limited, that what he, she, or they thought was good teaching does not generate the results he, she, or they had hoped for. It is hoped that you and the student teacher will have time to discuss teaching in both a theoretical and practical sense.

Because evaluation and feedback are essential elements of the student teaching program, some recommendations, and guidelines for evaluating a student teacher's performance are provided in a separate section of this handbook. That section also describes the forms and procedures to be used when reporting on the student teacher's progress. You will be sent evaluation forms electronically. These forms encourage the observer to focus on events in one class. Starting with the first week, forms should be emailed to the University supervisor with comments concerning the student teacher's general performance. Please note that the weekly form does not become a part of the student teacher's placement file. It is a means for you to chart the progress of the teacher, to provide meaningful feedback to the student teacher, and to communicate with the University supervisor.

Towards the end of the student teaching experience, the University will send the cooperating teacher a form electronically to be completed as the final evaluation of the student teacher's work. A sample of this form is given in this handbook. University supervisors will also be asked to complete a written evaluation of the student teacher. **Since the evaluation will be included as part of the student teacher's placement file exactly as it is received from the cooperating teacher and University supervisors, we ask that it is word processed so that it can be photocopied for prospective employers who will utilize your evaluation in their decision-making process.** Cooperating teachers must also include a signed letter of evaluation on school letterhead along with the completed evaluation form. It is Moravian University's policy to allow student teachers to read their final evaluations before they are entered in the placement file, so cooperating teachers and University supervisors should discuss their evaluations with the student teacher to resolve any questions and differences. This will be useful feedback for them. Email the final evaluation form with your signature and your letter of evaluation to the Director of Field Experiences by the date indicated in your initial communication. It is also appropriate to give your student teacher an additional signed copy of your evaluation for his/her/they portfolio.

H. TROUBLESHOOTING

Because the student teaching period is brief, it is important to resolve problems quickly. You should feel free to act independently and attempt to resolve these difficulties directly with the student teacher whenever possible. If a conference with the University supervisor seems called for, one can be quickly arranged by calling the Director of Field Experiences. If you need to talk directly with a university supervisor, a list of their contact information is included in this handbook.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISORS

The role of the University supervisors will be to support the student teacher's performance in the schools. To this end, the supervisors will formally observe a minimum of four lessons during each experience. The student teacher will select the first three lessons to be observed. During the third observation, a supervisor may also record the lesson. There will be conferences after most visits. Although possibly arranged with the cooperating teacher, the fourth observation will be unannounced. 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 University supervisors at least two times over the course of the semester. If any problems or concerns should develop, please contact the Director of Field Experiences immediately.

EVALUATION OF THE STAGE 4 STUDENT TEACHERS

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, one requiring the cooperation and attention of university supervisors, cooperating teachers, and the student teacher. Although experienced teachers would probably agree that the competencies and characteristics listed on the following pages are consistent with effective teaching, no attempt is made here to digest the research on teaching and reduce it to a comprehensive, unambiguous, and universally agreed upon list of characteristics. The list is 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. Maybe they will create some new strategies. 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 his/her/their instruction. If student teachers can analyze their own instruction, they will continue to grow after their student teaching experience.

A. 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.

B. FINAL EVALUATION

Towards the end of the student teaching experience, the University will send the cooperating teacher a form electronically to be completed as the final evaluation of the student teacher's work. A sample of this form is included in this handbook. University supervisors will also be asked to complete a written evaluation of the student teacher. Since this evaluation will be included as part of the student teacher's placement file exactly as it is received from the

cooperating teacher and University supervisors, we ask that you word-process the document so it can be photocopied for prospective employers who will utilize your evaluation in their decision-making process. It is Moravian University's policy to allow student teachers to read their final evaluations before they are entered in the placement file, so cooperating teachers and University supervisors should discuss the evaluation with the student teacher to resolve any questions and differences.

C. CERTIFICATION RECOMMENDATIONS

Moravian University grades the student teaching experience on a Pass / No Credit basis, leaving details of the student teacher's strengths and weaknesses to the written evaluations. When the student teacher's work is of sufficient quality to justify confidence in him or her as a first-year teacher, the student teacher will be assigned a grade of "Pass" and will be recommended for Pennsylvania's Instructional I Certificate when all Pennsylvania testing requirements have been met. If the student teacher has made a responsible and conscientious effort but has not achieved the competence required of a beginning teacher, the transcript will be modified to delete Student Teaching and add a passing grade for additional field experience. The student will not be recommended for certification at this time. The grade of "Fail" will be assigned when the student teacher's sense of responsibility and effort are in serious question as reflected on the PDE 430 form.

Final determination of the grade rests with the University supervisors, and the decision concerning certification ultimately rests with the University's Teacher Education Committee. The cooperating teacher will be consulted in all cases, and a conference will be held if there are significantly different perceptions of the student teacher's work. In the case of a recommendation that certification is not granted or that a failing grade be given for the experience, the student may petition for reconsideration to the Teacher Education Committee. If the issue is not resolved, the student teacher may also ask the Pennsylvania Department of Education to review the University's decision when the University's appeal process has been exhausted. At each step of the appeal, the student teacher is entitled to a hearing at which he, she, or they may present information on his, her, or they own behalf and respond to the information upon which the decision was based. The student teacher should discuss the appeal process with the Chair of the Teacher Education Committee.