
DEPARTMENT OF EDUCATION

**HANDBOOK FOR
SECONDARY EDUCATION
CERTIFICATION PROGRAM
FIELD EXPERIENCES**

TABLE OF CONTENTS

DIRECTORIES

Education Department	A
Stage 3 & 4 Instructors, Supervisors and Staff.....	B

SECTION 1 Stage 1-4: Common Policies for All Field Experiences

Introduction	1-1
1. Required Clearances and Tuberculosis Testing	1 - 2
2. Liability	1 - 3
3. Pre-Service Teachers with Disabilities	1 - 3
4. Harassment and Inappropriate Conduct	1 - 3
5. Academic Honesty.....	1 - 4
6. Policy Governing School Placements	1 - 4
7. Documentation for Absences	1 - 4
8. Field Experience Regulations for Dress and Conduct	1 - 4
9. Policy for Early Termination of a Field Experience Placement	1 - 6
10. Pennsylvania's Code of Professional Practice and Conduct for Educators.....	1 - 9
11. Testing Requirements for Teacher Certification Candidates	1 - 13

SECTION 2 The Stage 1 & 2 Early Field Experiences

1. Roles and Responsibilities of the Cooperating Teacher	2 - 1
2. Roles and Responsibilities of the Stage 1 & Stage 2 Field Experience Pre-Service Teacher	2 - 2
3. Expectations	2 - 3
4. Evaluation	2 - 3
PDE Field Experience Competencies for Stage 1&2.....	2 - 5
Teaching Competency Rubric.....	2 - 7
Stage 1 & 2 Field Experience Final Evaluation	2 - 9
Field Experience Attendance Report	2 - 10
Field Experience Incident Reporting Form	2 - 11

SECTION 3 Parts 1 & 2 Secondary Education Stage 3 Pre-Student Teaching

PART 1 Secondary Education Stage 3 Pre-Student Teaching.....	3 - 1
Summary and Overview	3 - 1
1. Expectations for Pre-Service Teachers	3 - 2
2. Expectations for Cooperating Teachers	3 - 3
3. Evaluation	3 - 3
Lesson Plan Format for Secondary Stage 3, Part 1 Pre-Student Teaching	3 - 4

PART 2 Secondary Education Stage 3 Pre-Student Teaching.....	3 - 6
1. Roles and Responsibilities of the Cooperating Teacher	3 - 7
2. Roles and Responsibilities of the College Supervisor	3 - 8
3. Roles and Responsibilities of the Secondary Education Pre-Student Teacher	3 - 9
4. Evaluation.....	3 - 11
PDE Field Experience Competencies for Stage 3 Pre-Student Teaching.....	3 - 12
Teaching Competency Rubric.....	3 - 15
Stage 3 Pre-Student Teaching Final Evaluation	3 - 17
Field Experience Attendance Report	3 - 18
Field Experience Incident Reporting Form	3 - 19

SECTION 4 Stage 4 Secondary Education Student Teaching

General Policies and Procedures for All Student Teaching.....4 - 1

1. Introduction	4 - 1
2. Declaration of Major Form	4 - 1
3. Attendance.....	4 - 1
4. Use of Student Teachers as Substitutes	4 - 2
5. Graduation and Certification	4 - 2
6. Applying for Certification.....	4 - 2
7. Health Forms	4 - 3
8. Establishing a Teacher Placement File	4 - 4
9. Review of Teacher Placement Files	4 - 4
10. Initiating the Employment Process	4 - 5
11. Above and Beyond	4 - 6

Roles and Responsibilities of the Secondary Stage 4 Student Teacher4 - 7

A. Introductions	4 - 7
B. Technology	4 - 7
C. Teaching Schedule	4 - 8
D. Teaching Responsibilities	4 - 8
E. Preparation, Planning and Supervision	4 - 8
F. The Student Teacher's Non-Teaching Responsibilities	4 - 8
G. Evaluation and Self-Evaluation.....	4 - 10
H. Grading	4 - 11
I. Conserving Energies	4 - 11
J. Getting Help.....	4 - 11

Roles and Responsibilities of the Cooperating Teacher..... 4 - 12

A. Pennsylvania Standards for Program Approval and Teacher Certification	4 - 12
B. Getting Acquainted	4 - 12
C. Teaching Responsibilities of Student Teachers.....	4 - 12

D. Supervising and Evaluating Student Teachers	4 - 13
E. Student Teachers' Responsibility for Planning	4 - 14
F. Classroom Management	4 - 14
G. The Student Teacher's Non-Teaching Responsibilities	4 - 15
H. College Supervision	4 - 15
I. Trouble-shooting	4 - 15

Roles and Responsibilities of the College Supervisor4 – 16

A. The Major Field Supervisor	4 - 16
B. The Education Department Supervisor	4 - 16
C. Observing the Student Teacher	4 - 16
D. Weekly Seminars.....	4 - 17
E. Recording Student Teacher Lessons.....	4 - 17
F. Coordinating Visits	4 - 17
G. Compensation for Student Teaching Travel.....	4 - 17

Evaluation of Secondary Stage 4 Student Teachers4 – 18

A. Final Evaluation.....	4 - 18
B. Certification Recommendations	4 - 19
PDE Field Experience Competencies for Stage 4 Student Teaching	4 - 20
Teaching Competency Rubric	4 - 23
Lesson Plan Format for Secondary	4 - 25
A Framework for Lesson Plans	4 - 27
Weekly Student Teaching Observation Report	4 - 29
Final Evaluation for Stage 4 Student Teaching	4 - 30
Field Experience Incident Reporting Form	4 - 31
Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice (PDE-430) Form	4 - 32
Policy Concerning Teacher Placement Files.....	4 - 37

The content of this document is provided for the information of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the College in order 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 specified otherwise, are effective when made. The most current version of this document will be available at moravian.edu/education/undergraduate-certifications/

Advisors for Education Programs

Early Childhood Education (Pre K - Grade 4)	Dr. Jean DesJardin	610.861.1317	desjardinj@moravian.edu
Middle Level Education (Grades 4-8)	Dr. Joseph Shosh*	610.861.1482	shoshj@moravian.edu
Secondary Education (Grades 7-12)	Dr. Tristan Gleason	610.861.1452	gleasont@moravian.edu
Art Education (PK-12)	Dr. Kristin Baxter	610.861.1463	baxterk@moravian.edu
Music Education (PK-12)	Dr. Joy Hirokawa	610.861.1671	hirokawaj@moravian.edu
Post-Baccalaureate Teacher Certification & Master of Arts in Teaching (MAT)(All Programs)	Dr. John Dilendik	610.861.1557	dilendikj@moravian.edu
*Department Chair			

Additional Contacts

Director of Field Experiences	Mrs. Camie Modjadidi	610.861.1473	modjadidic@moravian.edu
Administrative Support Assistant	Mrs. Chelsea Morales	610.861.1558	moralesc@moravian.edu



DIRECTORY OF EDUCATION INSTRUCTORS AND SUPERVISORS

Dr. Kristin Baxter baxterk@moravian.edu Office: 610.861.1463

Art Education Program Coordinator, Art Education Supervisor, EDUC 366/379 Instructor

Dr. Margaret Bilheimer bilheimerm@moravian.edu

World Languages Supervisor

Dr. Jean DesJardin desjardinj@moravian.edu Office: 610.861.1317

Early Childhood Supervisor, EDUC 160, 210, 211, 212 Instructor

Dr. Jack Dilendik jdilendik@moravian.edu Office: 610.861.1557

EDUC 130, 324/330 Instructor

Ms. Carolyn Evans evansc@moravian.edu

EDUC 160 Instructor

Mr. Thomas Evans evanst@moravian.edu

Science & Mathematics Supervisor, Secondary Education Supervisor

Ms. Roseria Frey freyr@moravian.edu Office: 601.861.1396

Early Childhood Supervisor, EDUC 370, 378, 359.2, 358.2 Instructor

Dr. Tristan Gleason gleasont@moravian.edu Office: 610.861.1452

Secondary Education Program Coordinator EDUC 260, 323/331, 364 Instructor

Dr. Joy Hirokawa hirokawaj@moravian.edu Office: 610.861.1671

Music Education Program Coordinator, Music Education Supervisor, EDUC 367/368 Instructor

Mr. Jeff Jacoby jacobyj@moravian.edu

EDUC 361 Instructor

Dr. Frank Kuserk kuserk@moravian.edu Office: 610.861.1429

Science Supervisor

Ms. Rosalie Mancino mancinor@moravian.edu

EDUC 216 Instructor

Dr. James Massey masseyj@moravian.edu

EDUC 365 Instructor

Dr. Joanne McKeown mckeownj@moravian.edu Office: 610.861.1396

World Languages Supervisor

Mrs. Camie Modjadidi	modjadidic@moravian.edu	Office: 610.861.1473
<i>Director of Field Experiences, EDUC 244 Instructor</i>		
Dr. James Paxton	paxtonj@moravian.edu	Office: 610.625-7897
<i>Social Studies Supervisor</i>		
Dr. Martha Reid	reidm@moravian.edu	Office: 610.861.1642
<i>English Supervisor</i>		
Dr. Joseph Shosh	shoshj@moravian.edu	Office: 610-861-1482
<i>Education Department Chair, English Supervisor, EDUC 360 Instructor</i>		
Mr. George VanDoren	vandoreng@moravian.edu	
<i>Social Studies Supervisor</i>		
Mr. Anthony Villani	villania@moravian.edu	
<i>Social Studies Supervisor</i>		
Dr. Neil Wetzel	wetzeln@moravian.edu	Office: 610-861-1621
<i>Music Education Supervisor</i>		



COMMON POLICIES FOR ALL FIELD EXPERIENCES

■ INTRODUCTION

The formal preparation of teachers has been a continuous part of Moravian College's curriculum since 1892. In fact, teaching has been an essential part of the mission of the College through-out its history. The College and the Moravian Church with which it is affiliated honor the work of John Amos Comenius, a seventeenth-century bishop of the Church whose work represented a turning point in the history of educational thought. The ultimate goal of a Moravian education is to lay the foundation for continued learning, useful participation in the work of the world, and a deeper enjoyment of life.

In keeping with the mission of the College, 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 College 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 College 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 of 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 systematic reflection of practice,
- understand the value of continuing professional development,
- teach to the diversity of students in their classrooms.

The Education Department at Moravian College continually examines 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 College reserves the right at any time 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:

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

■ **FBI Federal Criminal History Record (Act 114)** – Details concerning the fingerprinting process are found at https://www.pa.cogentid.com/index_pde.htm. Follow registration procedures and go to one of the fingerprinting locations listed. After you have been fingerprinted, the Education Department must receive your Registration ID on the Proof of Fingerprint Submission Receipt to view your official Federal Criminal History Record (CHRI or Rap Sheet) online. A file copy will be kept but we are prohibited by law from providing a copy to the pre-service teacher. An unofficial copy of the clearance will be mailed to you by Cogent.

■ **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. You may select **OTHER** under **Reason for Request**. Print the certificate form displaying the Pennsylvania state seal.

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

All original clearance documents must be viewed and copied by the Education Department before you will be permitted to register for 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 time 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.

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 you keep your original clearance documents both safe and accessible as you may be asked to present them to administrators at any of your field placements. For additional information about obtaining clearances, contact the Director of Field Experiences (610-861-1473).*

2. LIABILITY

Pre-service teachers participating in all education field experiences—Stages 1, 2, 3, and 4—are covered under the General Liability section of the College insurance policy. If a pre-service teacher creates a liability situation causing bodily injury or property damage to a third party, the College policy would defend the pre-service teacher. You will be defended against claims that you were negligent, and the College's carrier will pay damage claims which arise from such negligence. However, if you engage in wrongful conduct which could be found to be intentional, you should not presume that you have liability protection, and under certain circumstances, the College may be precluded by law from coming to your aid.

Pre-service teachers participating in field experiences are not considered to be employees of the College 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 teachers' personal medical or accident 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: <https://www.psea.org/apps/students.aspx>).

3. PRE-SERVICE TEACHERS WITH DISABILITIES

Moravian College 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 College's policy for documentation of the disability and requesting accommodations (as outlined in the current 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. In particular, accommodations that compromise 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 CONDUCT

Moravian College 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 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 College Harassment and Inappropriate Conduct Policy: <http://www.moravian.edu/studentLife/handbook/policies/policies10.html>

5. ACADEMIC HONESTY

The Moravian College policy on academic honesty will be followed. Please refer to the Moravian College Student Handbook (<http://www.moravian.edu/studentLife/handbook/policies/policies.html>).

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 take into account 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 College's Health Center, Academic Support Office, or Counseling Center for any absences.

8. FIELD EXPERIENCE REGULATIONS FOR DRESS AND CONDUCT

Moravian College pre-service teachers who participate in any field experience in school settings are expected to act and dress professionally, to demonstrate good personal hygiene, and to be positive role models at all times. Therefore, pre-service teachers are required to comply with the following regulations and to sign and date a copy of the regulations prior to each field experience. In addition, pre-service teachers are required to review and follow the dress and conduct regulations of the school districts in which they are placed. If you have any questions regarding appropriate dress and/or conduct, contact the Director of Field Experiences.

Dress Regulations:

1. Pre-service teachers are expected to dress professionally for all field experiences.
 - Men are required to wear ties.
 - Men and women are required to wear coordinated attire.
2. The following attire is not permitted:
 - Any clothing that is too revealing as determined by the Director of Field Experiences /supervisors.
 - Short skirts, shorts and/or jean clothing of any type/color.
 - T-shirts, sweatshirts, sweatpants and/or spandex-type garments.
 - Garments depicting alcohol, tobacco, any other controlled substance, words, phrases, or pictures which are inappropriate, sexually explicit, and/or derogatory to any individual or group.
 - Bare midriffs, short sweaters/blouses, halter tops and/or see-through blouses or shirts.

- Caps, hats, jackets, coats and other outerwear are not to be worn inside school buildings.
 - Sneakers.
 - Flip-flop type shoes.
3. Wearing body-piercing jewelry, other than in the ears, is not allowed.
 4. Tattoos must be covered.
 5. Unconventional hairstyles and colors are not permitted. Beards, sideburns, moustaches, etc. must be neatly groomed.

General Conduct Regulations:

1. Pre-service teachers must follow the Pennsylvania Code of Professional Practice and Conduct for Educators.
2. Pre-service teachers must follow all the procedures as outlined in the handbook.
3. Pre-service teachers must demonstrate professional attitude and behavior at all times.
4. Inappropriate, unprofessional use of social media is prohibited. Such behavior will adversely affect the pre-service teacher's final evaluation and may result in termination of the field experience at any stage.
5. 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.
6. The use of tobacco and/or controlled substances is prohibited while on any school district property. This includes in cars and parking lots.
7. Pre-service teachers may not smell of smoke and/or alcohol.
8. Cell phones and/or pagers may not be used during teaching hours.
9. Pre-service teachers are to follow district/building policies when receiving or making personal calls.
10. No food or drink such as soda is permitted in classrooms during teaching hours.
11. Appropriate language must be used at all times.
12. All school personnel are to be addressed with the appropriate title and surname.

Consequences for Dress and Conduct Violations:

If the school contacts the Director of Field Experiences, a supervisor, or a professor with a concern, the Field Experience Incident Report Form will be used to document the concern. This form will be reviewed with the pre-service teacher and filed in the pre-service teacher'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 College. 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 Field Experience Incident Report Form and associated procedures.

- The Director of Field Experiences /supervisor will complete a Field Experience Incident Report Form.

Second Offense:

- The Director of Field Experiences /supervisor will amend the Field Experience Incident Report Form.
- 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 College.
- 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 College supervisor's evaluation is a pre-requisite for admission into Moravian College'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 College supervisor's evaluation is a pre-requisite 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 College pre-service teachers to complete required field experience placements as guests and provide placements as a courtesy to the College 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 and as such are responsible for adhering to the rules, regulations, policies, and procedures for professional employees of the district or agency.
- All Moravian College field experience pre-service teachers are also expected to strictly adhere to the Education Department's Field Experience Guidelines for Dress and Conduct, the Pennsylvania Code of Professional Practice and Conduct for Educators, and additional policies as set forth in the Moravian College Student Handbook.
- 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 College.

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 College by completing a *Field Experience Incident Report Form* 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 College. 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 if and 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 a district or agency 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 a school district or educational agency 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 College

If any Education Department personnel find the pre-service teacher's behavior to be unacceptable to the College, the placement will be terminated, and the Director of Field Experiences will complete a *Field Experience Incident Report Form* to be shared with the course instructor / supervisor 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 College. 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 if and 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 College 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 College 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 College 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 completes a *Field Experience Incident Report Form* and notifies 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 College. The pre-service teacher must 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. 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 if and 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 discretion, may also issue a remediation plan, which the pre-service teacher must complete successfully to reapply for an appropriate 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 College

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 College supervisor will complete a *Field Experience Incident Report Form* 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 College.

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 recommending termination of the field experience placement to the Education Department chair, who will confer with the Education Department to make a decision either to terminate the pre-service teacher's teacher certification program status or to instruct the Director of Field Experiences to make a reassignment if and when this is possible. The Education Department, at its discretion, may also issue a remediation plan, which the pre-service teacher must complete successfully to reapply for an appropriate 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.

9. PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and pre-service teachers, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1),

(2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

11. TESTING REQUIREMENTS FOR TEACHER CERTIFICATION CANDIDATES

ALL Teacher Certification Candidates must demonstrate competency in the basic skills (reading, mathematics, and writing). Multiple options are available to accomplish this.

- A. Pass the “basic skills” Pre-service Academic Performance Assessment (PAPA) Tests administered by Pearson.** To pass the PAPA, examinees must take and meet the qualifying scores of all three modules. It is recommended that students take the PAPA modules in the freshman year. For information about the tests including registration and testing locations, go to <http://www.pa.nesinc.com>. **Register for PA701.** A composite scoring option is available, however your combined scores must total at least 663 points and you must meet minimum scores for tests not passed.

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

- B. Pass The Core Academic Skills for Educators (CORE) modules in Reading, Writing and Mathematics administered by ETS. Visit <https://www.ets.org/praxis/pa/requirements>** to register for the tests. A composite scoring option is available, however your combined scores must total at least 467 points and you must meet minimum scores for tests not passed.

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

- C. 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 Pennsylvania should list both the Pennsylvania Department of Education and Moravian College as score recipients. PDE must receive your scores directly from the testing service before they will certify you.

- D. Students who, at the time of college matriculation, have achieved either of the following will be exempt from taking the PAPA exam.**

1. A combined best score of no less than 1500 on the **Scholastic Achievement Test (SAT)**. The SAT score of 1500 will include no individual section (Critical Reading, Writing, and Mathematics) score of less than 500. Scores can be from different test administrations or sittings.
2. A best composite score of 23 on the **American College Test (ACT)** Plus Writing. The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21. Tests taken after September 2015 require separate scores of Reading - 22; Mathematics - 21; and Writing - 21.

If you are not exempt, take the PAPA or CORE reading, writing, and math tests immediately in the freshman year. Pre-service teachers must successfully complete the pre-professional skill tests prior to enrolling in Stage 3 pre-student teaching courses. You must also pass these three tests in order for your student teaching application to be considered by the Teacher Education Committee. For current testing locations, check the testing services websites.

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 thru PECT. (http://www.pa.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html).

Students in all other certification areas will need to take **PRAXIS II tests administered thru ETS (Educational Testing Services)**. The tests you need to take are listed on the ETS website (<https://www.ets.org/praxis/pa>). You can also register for the appropriate tests online at this website. It is recommended that students take the **content area test(s)** after taking most of the content and methods courses in your discipline but try to avoid taking the test during student teaching.

WHEN SHOULD I TAKE THE TESTS?

1. Take the basic skills reading, writing, and math tests immediately in the freshman year.
2. Pre-service teachers in PK-12 programs should take Fundamental Subjects: Content Knowledge (5511) at any time prior to student teaching.
3. Content Area Tests: Take the specialty area test after you have taken most of the content area courses and methods courses in your discipline.

HOW DO I REGISTER FOR THE TEST?

The testing services recommend that you register online.

For **PECT (Pennsylvania Educator Certification Tests)** tests including the **PAPA** and all Early Childhood (PK-Grade 4) tests, go to http://www.pa.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html

All other certification areas candidate must take ETS PRAXIS II exams.

Go to: <https://www.ets.org/praxis/pa> then click **Register Now**.

When registering for a test, make sure that you follow the directions carefully. In particular, make sure that you do the following:

1. **Under "Designated Score Recipient," make sure that you identify Moravian College as a score recipient by placing the correct number in the appropriate box.** The College recommends your certification to the state and therefore needs to receive your scores.
2. **You must designate the Pennsylvania Department of Education as a score recipient when the tests are taken out-of state.** If you know that you want to be certified in New Jersey or some other state, have scores sent to that state's department of education also.

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 1 and 2 above, go back over texts from courses that relate directly to the areas you will be tested on.

CONTENT AREA TESTS

Early Childhood PK- 4	8006 Module 1; 8007 Module 2; 8008 Module 3	(Pearson)
Middle Level Education 4-8	5152	PA Grades 4-8 Core Assessment 5153 <i>Pedagogy Subtest</i> 5154 <i>ELA and Social Studies Subtest</i> 5155 <i>Math and Science Subtest</i>
+ Middle Level Education 4-8 Subject Concentration Test	5156, 5157, 5158 or 5159	
Art Education PK-12*	5134	Art: Content Knowledge (computerized only)
Biology 7-12	5235	Biology: Content Knowledge (computerized only)
Chemistry 7-12	5245	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 test *
German PK-12*	5183	German: World Language / computer delivered test *
Spanish PK-12*	5195	Spanish: World Language / computer delivered test *
General Science 7-12	5435	General Science: Content Knowledge (computerized only)
Mathematics 7-12	5161	Mathematics: Content Knowledge (computerized only)
Music PK-12*	5113	Music: Content Knowledge / contains listening section (computerized only)
Physics 7-12	5265	Physics: Content Knowledge (computerized only)
Social Studies 7-12	5081	Social Studies: Content Knowledge (computerized only)

*** Any PK-12 certificate candidate must also take the (5511) Fundamental Subjects:
Content Knowledge test**

STAGE

1-2



EARLY FIELD EXPERIENCES

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 Education Department, Director of Field Experiences. Your 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 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 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, lock downs, 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 College's teacher preparation program would not be as effective as it is.

2. ROLES AND RESPONSIBILITIES OF THE STAGE 1 & 2 FIELD EXPERIENCE PRE-SERVICE TEACHER

The Stage 1 & 2 Field Experience is an opportunity for you to explore the world of schools and the world of young people and to become familiar with classroom teaching and 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 your first or second time as a pre-service teacher, your involvement in the classroom should be substantive, but far less than when you student teach. We encourage you to take full advantage of this opportunity. The following suggestions are guidelines which may be adjusted to coordinate with the needs of your cooperating teacher's classroom. Read the information carefully and then ask your professor, cooperating teacher, and the Director of Field Experiences any questions you might have. We want this to be a rewarding learning experience and will assist you in any way we can.

Listed below are the three main activities appropriate for pre-service teachers at this stage in their program. They are listed in order of importance.

1. 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.

2. Observation: The pre-service teacher could spend some time observing the cooperating teacher and other teachers in the building.
3. Conversation: It is essential for a pre-service teacher to talk to his/her cooperating teacher about the nature of the profession.

3. EXPECTATIONS

The pre-service teacher is expected to:

1. 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.
2. Send a letter of introduction which has been carefully proofread to the cooperating teacher prior to starting the experience.
3. 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.
4. Complete the attendance sheet on a daily basis. The attendance sheet must be in the possession of the cooperating teacher throughout the experience. The hours **MUST** be totaled weekly and at the end of the experience prior to mailing it.
5. Contact the cooperating teacher and the Director of Field Experiences in the morning before 7:00 A.M. if she/he will be missing school. If the cooperating teacher prefers to be called at home, the pre-service teacher should make the necessary arrangements. It is the pre-service teacher's responsibility to get appropriate email addresses and telephone numbers from her or his cooperating teacher. Pre-service teachers are required to make up any time missed. (An unexcused absence will have a significant impact on the final grade and may result in a failing grade.)
6. E-mail the Director of Field Experiences immediately regarding any changes in your schedule.
7. Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
8. Follow the Moravian College Field Experience Guidelines for Dress and Conduct.
9. Address all personnel with the appropriate title and surname.
10. Follow school procedures for signing in/out, parking, wearing visitor badges, etc.
11. Introduce yourself to the principal, secretaries, custodians, and other support staff.
12. Share the course(s) syllabus(i) with the cooperating teacher during the first week of the experience.
13. Assist the cooperating teacher with classroom activities, individual students and small groups.

The pre-service teacher will discuss the following items with his/her cooperating teacher:

1. The cooperating teacher's philosophy of teaching.
2. Classroom and school policies and procedures regarding discipline, signing in/out, parking, fire drills, snow days, lock downs, etc.
3. Classroom curriculum, assessment, management, record keeping, etc.
4. Classroom support services and special programs.
5. IEPs, Section 504 plans, health plans and strategies for English language learners.

6. Integration of technology in the curriculum to support academic standards.

Here are a few words of advice: help the cooperating teacher find a meaningful role for you to play in the classroom, and remember that you are a pre-service teacher; always act in a professional manner with the cooperating teacher, with other staff members, and with the students.

4. EVALUATION

A portion of the pre-service teacher's final grade is determined by the cooperating teacher's evaluation. We ask that the evaluation checklist 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 checklist 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 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 and emailed to the Director of Field Experiences by the date indicated in the initial communication. Copies of these forms are on the following pages.

PDE FIELD EXPERIENCE COMPETENCIES FOR STAGE 1 & 2

**All Instructional I Certificates: PK-4, 4-8, PK-12, Secondary 7-12,
Special Education PK-8, and Reading Specialist PK-12**

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate:
	1. Reflects on elements of planning and preparation from observations in educational settings.
	2. Applies knowledge of PA Pre-K-12 Academic Standards to classroom observations.
	3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.
	4. Identifies how learning goals were developed to address individual student needs.
	5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.
B. Classroom Environment	The candidate:
	1. Describes elements of effective classroom management observed in various educational settings.
	2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.
	3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.
C. Instructional Delivery	The candidate:
	1. Observes and reflects on effective verbal and non-verbal communication techniques.
	2. Observes and reflects on effective questioning and discussion techniques.
	3. Identifies ways in which technology is used as a teaching and learning tool.
	4. Reflects on the level of active student engagement during instructional delivery.
	5. Observes methods of communication of instructional goals, procedures and content.

D. Professional Conduct	The candidate:
	1. Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state and federal laws and regulations.
	2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.
E. Assessment	The candidate:
	1. Identifies and reports on various kinds of assessments used in instruction.
	2. Assesses their own professional growth through focused self-reflection.
F. Knowledge of Diverse Learners	The candidate:
	1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
	2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.

DISTINGUISHED		PROFICIENT		BASIC		UNSATISFACTORY	
1. Provides meaningful learning opportunities that are developmentally appropriate.							
<input type="checkbox"/> Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.		<input type="checkbox"/> Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.		<input type="checkbox"/> Teacher displays generally accurate knowledge of developmental characteristics of age group.		<input type="checkbox"/> Teacher applies few principles of learning, with minimum tailoring of lessons to students' level of difficulty and attention span. Teacher fails to maintain an academic focus.	
2. Fosters student achievement among diverse learners in an inclusive setting.							
<input type="checkbox"/> Teacher obtains specific information about every student, then adapts to his or her needs and individual differences. Teacher conveys high expectations for all students.		<input type="checkbox"/> Teacher obtains information about all students, then adapts to their needs and individual differences. Teacher has high expectations for all students.		<input type="checkbox"/> Teacher obtains some information about students, then adapts somewhat to their needs and individual differences. Teacher has high expectations for some students.		<input type="checkbox"/> Teacher seldom obtains information about students, and adapts minimally to their needs and individual differences. Teacher has nominal expectations for students.	
3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning.							
<input type="checkbox"/> Classroom atmosphere is highly task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is somewhat task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is neither task-focused, organized, positive, nor cooperative.	
<input type="checkbox"/> Teacher maintains high academic and behavior standards. Teacher is aware of student behavior at all times and maintains appropriate classroom behavior.		<input type="checkbox"/> Teacher sets high academic and behavior standards. Teacher is aware of student behavior and maintains appropriate classroom behavior.		<input type="checkbox"/> Teacher sets academic and behavior standards. Teacher is aware of student behavior and maintains acceptable classroom behavior.		<input type="checkbox"/> Teacher does not set appropriate academic and behavior standards. Teacher does not monitor student behavior or maintain acceptable classroom behavior.	
4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction							
<input type="checkbox"/> Teacher communicates effectively, commands attention of all students, and responds supportively. Teacher interacts with all students.		<input type="checkbox"/> Teacher communicates effectively, commands attention of all students, and responds supportively. Teacher interacts with most students.		<input type="checkbox"/> Teacher communicates acceptably, gains attention of some students, and responds supportively. Teacher interacts with some students.		<input type="checkbox"/> Teacher's communications are ineffective. Students generally do not pay attention. Teacher interacts with few students.	
<input type="checkbox"/> Teacher uses precise, content related questions of varying difficulty and complexity, and guides students to correct response. Teacher integrates students' questions and responses into the discussion.		<input type="checkbox"/> Teacher uses precise, content related questions of varying difficulty and complexity. Teacher guides students to correct response.		<input type="checkbox"/> Teacher uses content related questions with some varying difficulty and complexity. Teacher sometimes guides students to correct response.		<input type="checkbox"/> Teacher uses questions that vary little in difficulty and complexity. Teacher calls on another student when a question is answered incorrectly.	
<input type="checkbox"/> Teacher selects materials and resources specifically relevant for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources appropriate for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources, some of which are appropriate for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources inappropriate for the content or objective of the lesson.	
5. Adheres to college, district, and state guidelines for professional practice.							
<input type="checkbox"/> Teacher meticulously follows College, district, and state guidelines for professional practice, with commitment.		<input type="checkbox"/> Teacher always follows College, district, and state guidelines for professional practice, with understanding.		<input type="checkbox"/> Teacher always follows College, district, and state guidelines for professional practice.		<input type="checkbox"/> Teacher occasionally does not follow College, district, and state guidelines for professional practice.	
6. Demonstrates stamina, maturity, and self-control.							
<input type="checkbox"/> Teacher exceeds the expectations of the attendance policy.		<input type="checkbox"/> Teacher adheres to the attendance policy in a school-based experience willingly.		<input type="checkbox"/> Teacher adheres to the attendance policy in a school-based experience.		<input type="checkbox"/> Teacher does not adhere to the attendance policy in a school-based experience.	
<input type="checkbox"/> Teacher maintains self-control and composure in all interactions with students and adults.		<input type="checkbox"/> Teacher maintains self-control in all interactions with students and adults.		<input type="checkbox"/> Teacher maintains self-control in almost all interactions with students and adults		<input type="checkbox"/> Teacher occasionally loses self-control in interactions with students and adults	
<input type="checkbox"/> Teacher demonstrates abundant healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher demonstrates healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher usually demonstrates healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher does not demonstrate healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.	

DISTINGUISHED		PROFICIENT		BASIC		UNSATISFACTORY	
7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson.							
<input type="checkbox"/> Teacher demonstrates extensive mastery of subject matter.		<input type="checkbox"/> Teacher demonstrates mastery of subject matter.		<input type="checkbox"/> Teacher demonstrates basic mastery of subject matter.		<input type="checkbox"/> Teacher lacks sufficient mastery of subject matter.	
<input type="checkbox"/> Teacher has valuable long and short-range objectives and meaningfully ties objectives to previous learning.		<input type="checkbox"/> Teacher has long and short-range objectives and ties objectives to previous learning.		<input type="checkbox"/> Teacher has some long and short-range objectives and occasionally ties objectives to previous learning.		<input type="checkbox"/> Teacher's long and short-range objectives are unclear or are not related to previous learning.	
<input type="checkbox"/> Teacher demonstrates the importance and purpose of the lesson, connects objectives to larger body of knowledge, and relates objectives to specific student interests or needs.		<input type="checkbox"/> Teacher explains the importance and purpose of lesson, connects objectives to larger body of knowledge, and relates objectives to students' interests or needs.		<input type="checkbox"/> Teacher minimally explains importance of and purpose of lesson, occasionally connecting objectives to larger body of knowledge or relating objectives to students' interests or needs.		<input type="checkbox"/> Teacher rarely explains importance of and purpose of lesson, does not connect objectives to larger body of knowledge or relate objectives to students' interests or needs.	
8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective.							
<input type="checkbox"/> Teacher prepares a variety of highly relevant and interesting instructional tasks, teaching concepts and emphasizing reasoning. Teacher requires independent thinking and problem solving skills.		<input type="checkbox"/> Teacher prepares a variety of relevant and interesting instructional tasks, teaching concepts and emphasizing reasoning. Teacher encourages independent thinking and problem solving skills.		<input type="checkbox"/> Teacher prepares a variety of instructional tasks, sometimes teaching concepts and emphasizing reasoning. Teacher encourages some thinking and problem solving skills.		<input type="checkbox"/> Teacher prepares instructional tasks that lack variety or relevance, or fail to teach concepts or emphasize reasoning. Teacher does not encourage thinking or problem solving skills.	
9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals.							
<input type="checkbox"/> Teacher follows approved curricula in planning. Teacher chooses strategies for the lesson specifically suited for curricula, content, and students.		<input type="checkbox"/> Teacher follows approved curricula in planning. Teacher chooses strategies for the lesson based on curricula, content, and students.		<input type="checkbox"/> Teacher considers approved curricula in planning. Teacher usually chooses strategies for the lesson based on curricula, content, and students.		<input type="checkbox"/> Teacher disregards approved curricula in planning. Teacher chooses strategies for the lesson without specific rationale.	
10. Utilizes appropriate formative and summative assessment devices.							
<input type="checkbox"/> Teacher assesses all objectives with varied and appropriate assessment tools, integrated into the objectives or content. Teacher diagnoses student errors for future planning.		<input type="checkbox"/> Teacher assesses all objectives with varied and appropriate assessment tools. Teacher diagnoses student errors.		<input type="checkbox"/> Teacher assesses some objectives with assessment tools. Teacher examines student errors.		<input type="checkbox"/> Teacher assesses with assessment tools, seldom aligned to objectives. Teacher disregards student errors.	
<input type="checkbox"/> Teacher gives specific, sufficient, and evaluative feedback. Teacher uses individualized and academically focused comments that promote further learning.		<input type="checkbox"/> Teacher gives specific, sufficient, and evaluative feedback. Teacher uses individualized and academically focused comments.		<input type="checkbox"/> Teacher gives sufficient and evaluative feedback. Teacher uses academically focused comments.		<input type="checkbox"/> Teacher gives ineffectual feedback. Teacher uses general comments.	
11. Reflects on prior practice and educational research to enhance teaching and learning.							
<input type="checkbox"/> Teacher reflects extensively on lesson's effectiveness, citing many specific examples from the lesson and relating them to educational research. Teacher participates in ongoing professional development activities.		<input type="checkbox"/> Teacher reflects accurately on lesson's effectiveness, citing specific examples from the lesson and relating them to educational research. Teacher participates in professional development activities.		<input type="checkbox"/> Teacher reflects on lesson's effectiveness, citing examples from the lesson without relating them to educational research. Teacher participates in some professional development activities.		<input type="checkbox"/> Teacher reflects superficially or inaccurately on lesson's effectiveness. Teacher seldom participates in professional development activities.	
12. Collaborates with other stakeholders to improve student learning.							
<input type="checkbox"/> Teacher interacts frequently with educational specialists and colleagues. Teacher integrates other subject disciplines into the lesson. Teacher initiates regular communication lines with parents.		<input type="checkbox"/> Teacher interacts with educational specialists and colleagues. Teacher extends the lesson to include other subject disciplines. Teacher maintains communication lines with parents.		<input type="checkbox"/> Teacher interacts occasionally with educational specialists and colleagues. Teacher sometimes extends the lesson to include other subject disciplines. Teacher has some communication with parents.		<input type="checkbox"/> Teacher rarely interacts with educational specialists and colleagues. Teacher does not extend the lesson to include other subject disciplines. Teacher does not communicate with parents.	

Stage I & 2 Field Experience Final Evaluation

NAME _____			
COURSE(S)	<input type="checkbox"/> 130	<input type="checkbox"/> 160	<input type="checkbox"/> 210/211 <input type="checkbox"/> 158.2
SECTION(S)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Z
CO-OP TEACHER _____			
SCHOOL _____		GRADE _____	

Rating Scale: **3 / Distinguished** **2 / Proficient** **1 / Basic** **0/ Unsatisfactory**

RATING	ADDRESS COMPETENCIES THAT APPLY	SUPPORTING EVIDENCE
	1. Provides meaningful learning opportunities that are developmentally appropriate. (PDE A,C) <ul style="list-style-type: none"> • Is organized and prepared to work with students. • Communicates effectively with students. 	
	2. Fosters student achievement among diverse learners in an inclusive setting. (PDE F) <ul style="list-style-type: none"> • Relates to students in an unbiased way. • Interacts effectively with a diverse population. 	
	3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning. (PDE B,E) <ul style="list-style-type: none"> • Displays confidence when working with students. • Shows enthusiasm with students. • Provides effective feedback to students. 	
	4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction. (PDE C,E) <ul style="list-style-type: none"> • Shows good judgment working with students. • Appropriately manages individual and small group instruction. 	
	5. Adheres to college, district, and state guidelines for professional practice. (PDE D) <ul style="list-style-type: none"> • Follows standard conventions of written and spoken English. • Completes classroom responsibilities accurately and willingly. 	
	6. Demonstrates stamina, maturity, and self-control. (PDE D) <ul style="list-style-type: none"> • Attends regularly, promptly. • Interacts appropriately with students. • Communicates effectively with the cooperating teacher. 	

Pre-Service Teacher's Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____



Field Experience Attendance Sheet

Pre-Service Teacher _____ Course# _____ Section _____

Co-op Teacher _____ School _____ Grade _____

[illegible]



This form will be used to document concerns reported to the Education Department during any field experience. Copies of this report will be given to the student, involved professors, supervisors and authorized school personnel. A copy will be placed in the student file in the Education Department.

Student's Name: _____ Date of Report: _____

Course: _____ Placement: _____

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

RECOMMENDATIONS:

OUTCOME:

Education Department Personnel's Signature: _____

STUDENT'S RESPONSE:

Student's Signature: _____ Date: _____

STAGE

3



SECONDARY EDUCATION PRE-STUDENT TEACHING



SECONDARY EDUCATION PART 1

STAGE 3 PRE-STUDENT TEACHING PROGRAM

Summary

Pre-service teachers will tutor either English language learners or learners with disabilities with a primary focus on helping the student to improve in some aspect of their literacy skills. As much as possible, they should work with the same students over the course of the experience. The teachers will use formative assessment continuously to shape their tutoring and then apply assessment skills gained to teach at least two lessons in either their area of certification or in some literacy skill.

Overview

This tutoring program is part of a general methods course called “Reflective Teaching” taken by all students in the secondary education program at Moravian College. The course is generally taken in the fall semester, junior year. Most students will have completed at least one field experience prior to this tutoring field experience.

A core aspect of EDUC 260 involves learning how to formatively assess student learning for the purpose of planning and carrying out instruction. We hope that the pre-service teachers internalize this reflective process so that when they are student teaching and later, they are continuously monitoring student learning and adapting instruction for all of their students.

Though such assessment, reflection, and adaptation comprise a general process for use with all students, new teachers need to better hone this process for two student populations in particular: English language learners and students with disabilities. An important objective of the tutoring program is to help pre-service teachers more consciously and deliberately consider English language learners and learners with disabilities when they plan and carry out instruction. Because the tutoring will involve the careful monitoring of student learning and thoughtfully-honed instruction, the hope is that the main beneficiary of this experience will be the student being tutored.

Pre-service teachers will hone their assessment skills in tutoring sessions and then apply those skills in the context of two or more whole class lessons.

The following section of the handbook has been developed to promote understanding of the Stage 3 Field Experience. It consists of procedures and guidelines which are required for all students involved. Please read the entire program description carefully. Any concerns should be directed immediately to the Director of Field Experiences, Education Department, or the course instructors. Your questions, comments, and suggestions are also welcome.

1. EXPECTATIONS FOR PRE-SERVICE TEACHERS

TEACHING

Pre-service teachers will:

- Complete two-hours of tutoring during each school visit for a minimum of forty hours. Each visit will involve tutoring for two two-hour long sessions with one or two students per session.
- Work with the same students over the course of the experience (where possible).
- Discuss students to be tutored and goals for tutoring with cooperating teaching.
- Use formative assessment as a tool for reflecting on each tutoring session.
- Communicate with cooperating teacher each session concerning student progress.
- Complete all assignments as described in the syllabus.
- Present a final report to the cooperating teacher concerning all students tutored.
- Teach at least two lessons to whole groups using formative assessment as tools for reflecting on the lessons. These lessons will be taught in
 - classes that include students who are being tutored,
 - either a class that is in the pre-service teacher's content area or a class where the lesson involves some aspect of literacy (reading or writing).
- Prepare lesson plans to be taught to whole classes. These plans will be:
 - prepared based on guidelines in the handbook.
 - prepared based on a knowledge of students gained from tutoring sessions.
 - ready at least two days before they are to be taught.
 - shared with the cooperating teachers at least two days before they are to be taught.
 - revised based on cooperating teacher feedback.
 - employs formative assessment strategies honed during tutoring sessions, with assessment used as a tool for reflecting on the impact of instruction.

PROCEDURES

Pre-service teachers must:

- Send a brief letter of introduction that has been carefully proofread to the cooperating teacher prior to commencing the tutoring experience.
- Arrive promptly at an agreed upon time for each session.
- Complete the attendance sheet on a daily basis.
- Follow school procedures for signing in/out, parking, wearing visitor badges, etc.
- Follow the Moravian College Field Experience Guidelines for Dress and Conduct.
- E-mail the Director of Field Experiences and your instructor immediately regarding any changes in your schedule.
- Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
- Address all personnel with the appropriate title and surname.

- Contact the cooperating teacher, the Director of Field Experiences and your instructor in the morning before 7:00 A.M. if you must be absent. You are required to make up any time missed. (An unexcused absence will have a significant impact on the final grade and could result in a failing grade.)

2. EXPECTATIONS FOR COOPERATING TEACHERS

Cooperating teacher should:

- Identify one or two English language learners and one or two learners with disabilities that would benefit from extra help. (Pre-service teachers should work with the same students throughout the entire semester if possible.)
- Share relevant information about the students being tutored including data from IEPs, section 504 plans, health plans, strategies for English Language Learners, standardized tests, personal observations about the students as learners, student work, and anything else you deem to be important.
- Check in each session with the pre-service teacher to see if she/he needs assistance and also to monitor student progress.
- Contact the Director of Field Experiences immediately if there are any problems including lateness, absence, a lack of preparation on the part of the pre-service teacher, or any other concerns you might have. You may also contact course instructors.
- Identify a class where the pre-service teacher can teach two lessons.
- Read and critique whole class lesson plans at least two days before lessons are to be taught.
- Provide feedback to students for each lesson taught.
- Review and initial the attendance sheet on a weekly basis.
- Complete the evaluation and attendance sheets and return them to the Director of Field Experiences by the deadline.
- Fill out a final evaluation related to the pre-service teacher's work.

Once again thank you for your commitment to our students. Without your support, Moravian College's teacher preparation program would not be as effective as it is.

3. EVALUATION

A portion of the pre-service teacher's final grade is determined by the cooperating teacher's evaluation. We ask that the evaluation checklist 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 checklist 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 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 and emailed to the Director of Field Experiences by the date indicated in the initial communication. Copies of these forms are on the following pages.

SECONDARY LESSON PLAN FORMAT FOR PART 1

STAGE 3 PRE-STUDENT TEACHING

I. BASIC GUIDELINE

Lesson plans must be provided to cooperating teacher for review at least 48 hours in advance of planned instruction.

II. THE PLAN

A. UNIT: Identify the unit from which the lesson comes.

B. STUDENTS: Identify lesson audience with student grade and academic level.

C. OBJECTIVES: Start planning by writing down anticipated objective(s). Identify what students will know and be able to do as a result of instruction. Take time to decide on the action verb that identifies the behavior or learning, that is the specific thing the student will be able to do or demonstrate as a result of the lesson. Once you have identified the verb, complete the sentence.

Remember that objectives are written to indicate what the student—rather than the teacher—will know and be able to do. Hence, “Go over homework” is not an appropriate objective. Your goal should indicate specifically what you intend students to learn as a result of engaging in this activity.

D. LANGUAGE OBJECTIVES: Include language objectives you will teach to for everyone, but with a special consideration for English language learners.

E. PA ACADEMIC STANDARDS: Identify specific PA standards addressed in the lesson.

E. INSTRUCTIONAL PROCEDURES: Procedures spell out what is going to happen in a lesson.

1. Most lessons will begin with an introduction and will include a body and a closure.
2. In spelling out procedures, include both what the teacher and the student will be doing. You don't need to write a word-for-word script.
3. Provide an estimate of how long a particular activity will take.
4. When drafting instructional procedures, include items such as:
 - a. Attention-getter that you might use at the start of the lesson
 - b. A listing of all questions you might ask in the lesson
 - c. Directions you might give to your students for an activity
 - d. A highly detailed outline of any lecture/discussion cycles or presentation you might make
 - e. Checks for understanding at key points throughout the lesson
 - f. Activity handouts, including directions for a cooperative learning activity, problem sets, laboratory guidelines, or guided practice
 - g. Models of transparencies you intend to use
 - h. Printout of PowerPoint note slides
 - i. URL addresses for web sites you might visit

- j. Brief descriptions of media you intend to use and explanation of what students will do while they are viewing a video clip or film excerpt
- k. Guide questions for a whole-group discussion or literature circles I. Pre-reading, reading, and post-reading strategies
- m. Explanation of how you will bring closure to the lesson

Note: This list is not intended to be exhaustive but rather to serve as an example of the sorts of items you must include in your plan.

- G. **STRATEGIES FOR DIVERSE LEARNERS:** Be certain that strategies used for diverse learners are clearly identified. Include accommodations listed in PDE Chapter 15 Section 504 plans, strategies developed for ESOL students, specially-designed instruction listed in IEPs, and strategies used to meet the needs of other diverse learners. Note: It is critical that you have access to pertinent documents. You should also discuss the strategies with your cooperating teacher and key support teachers such as the ESOL teacher and the special education teacher.
- H. **EVALUATION PROCEDURES:** This section establishes how you will know to what extent students met your objectives. Every lesson must include some opportunities for formative assessment such as exit slips, responses to discussion questions, guided practice, and quick writes. Identify those opportunities in your plan.
- I. **SELF-ANALYSIS OF LESSONS** (See syllabus)

III. EVALUATION OF LESSON PLANS

- A. **The Mechanical Aspect:** Consider the following criteria that your professors will use to evaluate your lesson plan.

- 1. The quality of the objective(s)
 - a. Do I use appropriate action verb(s)?
 - b. Do I know what the students will be able to do once the lesson is over?
 - c. Do I include all salient objectives for the plan?
- 2. Sufficient detail in instructional procedures
- 3. Alignment or match between objective, procedures and evaluation. (Reread every lesson to make sure this quality is present.)
- 4. Consideration of all learners
- 5. How effectively the lesson helps students work with the essential question (s)

- B. **The Design Aspect:** There is an artfulness to the construction of lesson plans. This can be seen in the design of elegant activities, how your plan teaches to big ideas, how thoughtfully you address the needs of all students. This artfulness suggests a more subjective criteria for assessing plans.

A Final Note: Lesson plans should not serve as a straitjacket. You will have objective(s) to guide your lesson, but if something happens in the classroom spontaneously in alignment with your objective(s), do pursue the teachable moment.



THE SECONDARY PART 2

STAGE 3 PRE-STUDENT TEACHING PROGRAM

The pre-student teaching field experience is the final preparation for student teaching. Through this experience pre-student teachers develop and demonstrate the art of designing and implementing a rich, coherent unit to a particular group of students. They also hone their ability and propensity to continuously assess the instructional and learning decisions they made for that particular group. Secondary Education Stage 3 Pre-student Teachers are concurrently enrolled in a methods course specifically grounded in their certification area. Course instructor's names and contact information are in this handbook. In addition, contact information for College supervisors who will be visiting classrooms is also listed.

The Education Department at Moravian College continually examines the teacher preparation programs, experiences and courses so that our students benefit from and are exposed to proactive research-based teaching approaches designed to lead to student engagement and achievement.

Moravian's Stage 3 Pre-Student Teaching Experience is an opportunity for the student to experience the daily management of a classroom as well as the planning and presentation of lessons prior to student teaching. Pre-student teachers will spend a minimum of ten hours per week in a school learning how to design and implement a plan under the guidance of a seasoned teacher. Teaching in the field allows the new teachers to try out and reflectively adapt methods they are learning in the Curriculum and Instruction in the Content Areas class. Finally, the experience allows pre-student teachers to learn how to better consider the diversity of students within the classroom when planning and implementing instruction.

The following section of the handbook has been developed to promote understanding of the Secondary Education Stage 3 Pre-Student Teaching Experience. It consists of a statement of the roles and responsibilities of those involved in the Pre-Student Teaching Experience and a description of the evaluation procedures that have been developed to be consistent with a reflective model of teacher education.

Everyone involved in the Stage 3 Pre-Student Teaching Experience should read 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 or her 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.

Any concerns should be directed immediately to the Education Department Director of Field Experiences or the Secondary Education Coordinator. Your questions, comments, and suggestions are also welcome.

1. ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The Moravian teacher education program is built on this notion: Teaching methods and models are valid only to the extent that they can work in actual classrooms with actual students. The cooperating teacher's expertise in knowing the students and knowing how to adjust teaching according to student need, ability, and style forms the bedrock of this experience. Pre-student teachers must develop those same abilities and can best gain them by working with teachers in the field. The cooperating teacher assists by sharing experiential knowledge and by helping pre-student teachers to adapt methods learned on campus for the particular students in the cooperating teacher's classroom. Consideration of the particular students must include a consideration the diversity (cultural, linguistic, learners with disabilities) within the classroom as well as the developmental stage of students.

Cooperating teachers for all of our field experience programs 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.

During the pre-student teaching experience, students are expected to fully participate in daily classroom activities as well as prepare and present lessons for one or more units using appropriate instructional materials and research-based techniques. Pre-student teachers are to teach at least ten lessons over the course of the experience. If possible, they should teach more than the required minimum. Pre-student teachers must share lesson plans with the cooperating teacher at least 48 hours before the plan is taught in order to receive feedback.

Pre-student teachers are instructed to take into consideration the diversity of learners in the class and to work with professional colleagues to better meet the needs of those learners.

The integrated use of technology to support academic standards is stressed in all the education courses and such use of technology should occur in the field where possible. In addition, pre-student teachers should consider the needs of both English language learners and learners with disabilities when planning and teaching as stressed in the program.

To ensure clarity of purpose and expectations, pre-student teachers are directed to review the information presented in this handbook and the course(s) syllabus(i) with the cooperating teacher. Moravian asks that cooperating teachers accept only the best from the pre-student teacher and to work with them in an atmosphere of gentleness and support. Because the pre-student teacher needs to learn how to shape instruction in light of continuous assessing of lessons, cooperating teachers are encouraged to help novices examine data from the classroom as part of the reflective process.

The College supervisor visits the cooperating teacher's classroom early in the experience to see if any participants have questions. The supervisor later completes two formal observations of the pre-student teacher. The supervisor is a valuable resource if the cooperating teacher has questions or concerns, though the course instructor or the Director of Field Experiences may also be contacted. As a cooperating teacher for a pre-student teacher, the cooperating teacher in collaboration with the college supervisor determines if the student is ready for the final stage of Moravian College's teacher preparation process, student teaching.

Specifically the Education Department asks the cooperating teacher to:

1. Be a role model and mentor. Discuss early with the pre-student teacher the unit they will teach and other lessons they might teach.
2. Discuss the role the pre-student teacher might play in the classroom to both help the students in the class and to gain valuable professional experience.

3. Review the pre-student teacher's lesson plans and provide constructive suggestions before and after the lessons so that the student teaches to individual lesson goals and broad unit goals.
4. As part of lesson and unit plan reflection, help the pre-student teacher assess student learning in the classroom.
5. Provide information about students being taught including IEPs, Section 504 plans, health plans and information about English language learner needs.
6. Help the pre-student teacher better plan for and teach to English language learners and learners with disabilities.
7. Introduce where possible, the pre-student teacher to professional colleagues (special education teacher, ESOL teacher, others) involved with students being taught
8. Demonstrate the integration of technology in the curriculum.
9. Provide a preliminary evaluation of the pre-student teacher based on teaching competencies rubric midway through the experience.
10. Discuss your philosophy of teaching.
11. Share your classroom and school policies and procedures regarding record keeping and classroom management.
12. Collaborate with the college supervisors in evaluating the strengths and needs of the pre-student teacher.
13. Review and initial the attendance sheet on a weekly basis.
14. 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 students. Without your support, Moravian College's teacher preparation program would not be as effective as it is.

2. ROLES AND RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The College Supervisor visits the pre-student teacher's classroom in order to support their work in the classroom and help them develop as a teacher. The supervisor makes an initial visit at the start of the placement to be certain all participants, but especially the cooperating teacher, understand and are comfortable with College expectations. After that initial contact, the supervisor will conduct at least one formal and one informal observation during the experience. After each observation, the supervisor provides notes for the student and also holds a conference to discuss those notes. The primary purpose of the visit is for formative evaluation, to help the pre-student teacher grow professionally. Observation notes are shared with the student, cooperating teacher and with the course instructor.

3. ROLES AND RESPONSIBILITIES OF THE SECONDARY PRE-STUDENT TEACHER

The Pre-Student Teaching Experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The pre-student teacher is encouraged to take full advantage of this opportunity. In addition, this experience will be used as an important part of the evaluation process for acceptance into the student teaching experience.

A. Classroom Activities

The most important responsibility for the pre-student teacher will be teaching lessons from a given unit. Before that time of whole-class teaching, the pre-student teacher should be involved in the classroom experience, teaching parts of lessons, working with individual students or groups of students, or assisting in other appropriate ways. The list below represents the activities which the Education Department feels will best prepare individuals for student teaching. Read the information carefully and then ask the course instructor, College supervisor, cooperating teacher and/or the Director of Field Experiences any questions.

Every classroom and every future teacher is different. Some of the activities below won't work in some situations. The general benchmark is that the pre-student teacher should be working with students in the classroom on some professional basis, including some whole group teaching within the appropriate content area. Feel free to augment these experiences with other experiences which might also be a preparation for student teaching.

- **Teaching Lessons to the Whole Group:** Every pre-student teacher must teach at least ten lessons in their content area. If the situation warrants, it would be a good idea to teach more. Most lessons will come from the unit plan constructed for the methods class (EDUC36-). If possible, the lessons should be taught on consecutive days to allow a day-to-day continuity.
- **Teaching Parts of Lessons:** Such teaching might include: initiating and going over warm-ups, leading discussions, engaging students in cooperative learning activities, carrying out a mini-lesson where content is directly presented in an engaging manner, or initiating and monitoring work in a lab setting.
- **Working with Small Groups of Students:** This could occur outside of class in a remedial or in an enrichment context. The work could take place in class during small group or cooperative work or during individual seatwork. It could be focused on some particular project.
- **Constructing Methods of Assessment:** With the careful guidance of both the special methods instructor and the cooperating teacher, pre-student teachers will construct and administer to students some assessment device that assesses broad goals.
- **Maintaining Classroom Records:** Pre-student teachers need to become familiar with all attendance and record-keeping procedures for the classes observed. Where possible, assist the teacher in carrying out these responsibilities.
- **Observing and Analyzing Students:** Learn how to observe students in a class so that student learning may be better assessed. Use the fruits of the observations to better plan instruction. Pre-student teachers should share observations with cooperating teachers. [Important Note: In observing students, it is important for the pre-student teacher to note the special nature of all students. In particular, observe English language learners and learners with disabilities carefully so that they become a more conscious consideration in planning].

B. Classroom Set-Up

In addition, the pre-student teacher is a guest in a classroom shaped by the cooperating teacher. It is important that the pre-student teacher develops his/her own approach to teaching, but he/she does so in the context of the environment established by the cooperating teacher. Pre-student teachers need to familiarize themselves with the following:

- The cooperating teacher's philosophy of teaching.
- Classroom record keeping system.
- Classroom management techniques.
- Classroom support services.
- Classroom curriculum materials.
- Methods of assessment.
- Available technology.
- Student IEPs, Section 504 plans, health plans and English language learner strategies.
- Professional colleagues (special education teacher, ESOL teacher, others) working with students in class.
- Approaches for adapting instruction to all students including English language learners and learners with disabilities.
- Provisions for differentiating instruction.

C. General Procedures

The pre-student teacher will carefully follow these general procedures:

- Attend the pre-student teaching experience at all agreed upon times for a minimum required 110 hours. Attendance should continue after 110 hours has been reached.
- Send a letter of introduction that has been carefully proofed to the cooperating teacher prior to starting the experience.
- Be punctual. Unexcused absence or lateness is unprofessional behavior and will adversely affect the student's final evaluation and may result in termination of the field experience at any stage.
- Complete the attendance sheet on a daily basis. The attendance sheet should be in the possession of the cooperating teacher throughout the experience.
- Follow the following procedures for absence. If you will be absent, contact the cooperating teacher and the Education Department Director of Field Experiences at in the morning before 7:00 A.M. If the cooperating teacher prefers to be called at home by a certain time, the student should make the necessary arrangements. If the student is scheduled to teach a lesson on the day of absence, he/she must get plans to the cooperating teacher. It is the student's responsibility to get appropriate email addresses and telephone numbers from her or his cooperating teacher. Students are required to make up any time missed. (An unexcused absence will significantly impact both your final grade and your tenure in the teaching education program).
- Email your College supervisor and Director of Field Experiences 48 hours in advance concerning any changes in your schedule.

- Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
- Dress according to the Moravian College Dress and Conduct Code.
- Address all personnel with the appropriate title and surname.
- Follow school procedures for signing in/out, parking, and wearing visitor badges.
- Introduce herself/himself to principals, secretaries, custodians, and other support staff.
- Share the course syllabus with the cooperating teacher.
- Present lesson plans to the cooperating teacher at least 48 hours before the lessons are taught for guidance.
- Present a lesson plan to the College supervisor on the day of the visit or earlier if requested.
- Demonstrate professional attitude and behavior at all times.

4. EVALUATION

A portion of the pre-service teacher's final grade is determined by the cooperating teacher's evaluation. We ask that the evaluation checklist 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 checklist 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 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 and emailed to the Director of Field Experiences by the date indicated in the initial communication. Copies of these forms are on the following pages.

PDE FIELD EXPERIENCE COMPETENCIES FOR STAGE 3 PRE-STUDENT TEACHING

All Instructional I Certificates: PK-4, 4-8, PK-12, Secondary 7-12, Special Education PK-8, and Reading Specialist PK-12

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate demonstrates:
	1. Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.
	2. Adequate knowledge of Pa. Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.
	3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.
	4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs.
	5. The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.
B. Classroom Environment	The candidate:
	1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
	2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
	3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
	4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
	5. Identifies opportunities for productive family and community contact.
	6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery	The candidate:
	1. Uses effective verbal and non-verbal communication techniques.
	2. Uses effective questioning and discussion techniques.
	3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.
	4. Uses technology as an effective teaching and learning tool.
	5. Provides appropriate progress feedback to students in a timely manner.
	6. Uses active student engagement during instructional delivery.
	7. Uses formal and/or informal assessment to measure student responsiveness to instruction.
	8. Constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
	9. Clearly communicates instructional goals, procedures and content.
D. Professional Conduct	The candidate:
	1. Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.
	2. Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.
	3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
	4. Applies safety precautions and procedures
	5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
	6. Develops and maintain professional relationships with school colleagues.

E. Assessment	The candidate:
	1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
	2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
	3. Applies interpretations to inform planning and instruction for groups and individual students.
	4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
	5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
	6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
	7. Assesses their own professional growth through focused self-reflection.
F. Knowledge of Diverse Learners	The candidate:
	1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
	2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.
	3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
	4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
	5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

DISTINGUISHED		PROFICIENT		BASIC		UNSATISFACTORY	
1. Provides meaningful learning opportunities that are developmentally appropriate.							
<input type="checkbox"/> Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.		<input type="checkbox"/> Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.		<input type="checkbox"/> Teacher displays generally accurate knowledge of developmental characteristics of age group.		<input type="checkbox"/> Teacher applies few principles of learning, with minimum tailoring of lessons to students' level of difficulty and attention span. Teacher fails to maintain an academic focus.	
2. Fosters student achievement among diverse learners in an inclusive setting.							
<input type="checkbox"/> Teacher obtains specific information about every student, then adapts to his or her needs and individual differences. Teacher conveys high expectations for all students.		<input type="checkbox"/> Teacher obtains information about all students, then adapts to their needs and individual differences. Teacher has high expectations for all students.		<input type="checkbox"/> Teacher obtains some information about students, then adapts somewhat to their needs and individual differences. Teacher has high expectations for some students.		<input type="checkbox"/> Teacher seldom obtains information about students, and adapts minimally to their needs and individual differences. Teacher has nominal expectations for students.	
3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning.							
<input type="checkbox"/> Classroom atmosphere is highly task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is somewhat task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is neither task-focused, organized, positive, nor cooperative.	
<input type="checkbox"/> Teacher maintains high academic and behavior standards. Teacher is aware of student behavior at all times and maintains appropriate classroom behavior.		<input type="checkbox"/> Teacher sets high academic and behavior standards. Teacher is aware of student behavior and maintains appropriate classroom behavior.		<input type="checkbox"/> Teacher sets academic and behavior standards. Teacher is aware of student behavior and maintains acceptable classroom behavior.		<input type="checkbox"/> Teacher does not set appropriate academic and behavior standards. Teacher does not monitor student behavior or maintain acceptable classroom behavior.	
4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction							
<input type="checkbox"/> Teacher communicates effectively, commands attention of all students, and responds supportingly. Teacher interacts with all students.		<input type="checkbox"/> Teacher communicates effectively, commands attention of all students, and responds supportingly. Teacher interacts with most students.		<input type="checkbox"/> Teacher communicates acceptably, gains attention of some students, and responds supportingly. Teacher interacts with some students.		<input type="checkbox"/> Teacher's communications are ineffective. Students generally do not pay attention. Teacher interacts with few students.	
<input type="checkbox"/> Teacher uses precise, content related questions of varying difficulty and complexity, and guides students to correct response. Teacher integrates students' questions and responses into the discussion.		<input type="checkbox"/> Teacher uses precise, content related questions of varying difficulty and complexity. Teacher guides students to correct response.		<input type="checkbox"/> Teacher uses content related questions with some varying difficulty and complexity. Teacher sometimes guides students to correct response.		<input type="checkbox"/> Teacher uses questions that vary little in difficulty and complexity. Teacher calls on another student when a question is answered incorrectly.	
<input type="checkbox"/> Teacher selects materials and resources specifically relevant for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources appropriate for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources, some of which are appropriate for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources inappropriate for the content or objective of the lesson.	
5. Adheres to college, district, and state guidelines for professional practice.							
<input type="checkbox"/> Teacher meticulously follows College, district, and state guidelines for professional practice, with commitment.		<input type="checkbox"/> Teacher always follows College, district, and state guidelines for professional practice, with understanding.		<input type="checkbox"/> Teacher always follows College, district, and state guidelines for professional practice.		<input type="checkbox"/> Teacher occasionally does not follow College, district, and state guidelines for professional practice.	
6. Demonstrates stamina, maturity, and self-control.							
<input type="checkbox"/> Teacher exceeds the expectations of the attendance policy.		<input type="checkbox"/> Teacher adheres to the attendance policy in a school-based experience willingly.		<input type="checkbox"/> Teacher adheres to the attendance policy in a school-based experience.		<input type="checkbox"/> Teacher does not adhere to the attendance policy in a school-based experience.	
<input type="checkbox"/> Teacher maintains self-control and composure in all interactions with students and adults.		<input type="checkbox"/> Teacher maintains self-control in all interactions with students and adults.		<input type="checkbox"/> Teacher maintains self-control in almost all interactions with students and adults		<input type="checkbox"/> Teacher occasionally loses self-control in interactions with students and adults	
<input type="checkbox"/> Teacher demonstrates abundant healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher demonstrates healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher usually demonstrates healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher does not demonstrate healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.	

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson.			
<input type="checkbox"/> Teacher demonstrates extensive mastery of subject matter.	<input type="checkbox"/> Teacher demonstrates mastery of subject matter.	<input type="checkbox"/> Teacher demonstrates basic mastery of subject matter.	<input type="checkbox"/> Teacher lacks sufficient mastery of subject matter.
<input type="checkbox"/> Teacher has valuable long and short-range objectives and meaningfully ties objectives to previous learning.	<input type="checkbox"/> Teacher has long and short-range objectives and ties objectives to previous learning.	<input type="checkbox"/> Teacher has some long and short-range objectives and occasionally ties objectives to previous learning.	<input type="checkbox"/> Teacher's long and short-range objectives are unclear or are not related to previous learning.
<input type="checkbox"/> Teacher demonstrates the importance and purpose of the lesson, connects objectives to larger body of knowledge, and relates objectives to specific student interests or needs.	<input type="checkbox"/> Teacher explains the importance and purpose of lesson, connects objectives to larger body of knowledge, and relates objectives to students' interests or needs.	<input type="checkbox"/> Teacher minimally explains importance of and purpose of lesson, occasionally connecting objectives to larger body of knowledge or relating objectives to students' interests or needs.	<input type="checkbox"/> Teacher rarely explains importance of and purpose of lesson, does not connect objectives to larger body of knowledge or relate objectives to students' interests or needs.
8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective.			
<input type="checkbox"/> Teacher prepares a variety of highly relevant and interesting instructional tasks, teaching concepts and emphasizing reasoning. Teacher requires independent thinking and problem solving skills.	<input type="checkbox"/> Teacher prepares a variety of relevant and interesting instructional tasks, teaching concepts and emphasizing reasoning. Teacher encourages independent thinking and problem solving skills.	<input type="checkbox"/> Teacher prepares a variety of instructional tasks, sometimes teaching concepts and emphasizing reasoning. Teacher encourages some thinking and problem solving skills.	<input type="checkbox"/> Teacher prepares instructional tasks that lack variety or relevance, or fail to teach concepts or emphasize reasoning. Teacher does not encourage thinking or problem solving skills.
9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals.			
<input type="checkbox"/> Teacher follows approved curricula in planning. Teacher chooses strategies for the lesson specifically suited for curricula, content, and students.	<input type="checkbox"/> Teacher follows approved curricula in planning. Teacher chooses strategies for the lesson based on curricula, content, and students.	<input type="checkbox"/> Teacher considers approved curricula in planning. Teacher usually chooses strategies for the lesson based on curricula, content, and students.	<input type="checkbox"/> Teacher disregards approved curricula in planning. Teacher chooses strategies for the lesson without specific rationale.
10. Utilizes appropriate formative and summative assessment devices.			
<input type="checkbox"/> Teacher assesses all objectives with varied and appropriate assessment tools, integrated into the objectives or content. Teacher diagnoses student errors for future planning.	<input type="checkbox"/> Teacher assesses all objectives with varied and appropriate assessment tools. Teacher diagnoses student errors.	<input type="checkbox"/> Teacher assesses some objectives with assessment tools. Teacher examines student errors.	<input type="checkbox"/> Teacher assesses with assessment tools, seldom aligned to objectives. Teacher disregards student errors.
<input type="checkbox"/> Teacher gives specific, sufficient, and evaluative feedback. Teacher uses individualized and academically focused comments that promote further learning.	<input type="checkbox"/> Teacher gives specific, sufficient, and evaluative feedback. Teacher uses individualized and academically focused comments.	<input type="checkbox"/> Teacher gives sufficient and evaluative feedback. Teacher uses academically focused comments.	<input type="checkbox"/> Teacher gives ineffectual feedback. Teacher uses general comments.
11. Reflects on prior practice and educational research to enhance teaching and learning.			
<input type="checkbox"/> Teacher reflects extensively on lesson's effectiveness, citing many specific examples from the lesson and relating them to educational research. Teacher participates in ongoing professional development activities.	<input type="checkbox"/> Teacher reflects accurately on lesson's effectiveness, citing specific examples from the lesson and relating them to educational research. Teacher participates in professional development activities.	<input type="checkbox"/> Teacher reflects on lesson's effectiveness, citing examples from the lesson without relating them to educational research. Teacher participates in some professional development activities.	<input type="checkbox"/> Teacher reflects superficially or inaccurately on lesson's effectiveness. Teacher seldom participates in professional development activities.
12. Collaborates with other stakeholders to improve student learning.			
<input type="checkbox"/> Teacher interacts frequently with educational specialists and colleagues. Teacher integrates other subject disciplines into the lesson. Teacher initiates regular communication lines with parents.	<input type="checkbox"/> Teacher interacts with educational specialists and colleagues. Teacher extends the lesson to include other subject disciplines. Teacher maintains communication lines with parents.	<input type="checkbox"/> Teacher interacts occasionally with educational specialists and colleagues. Teacher sometimes extends the lesson to include other subject disciplines. Teacher has some communication with parents.	<input type="checkbox"/> Teacher rarely interacts with educational specialists and colleagues. Teacher does not extend the lesson to include other subject disciplines. Teacher does not communicate with parents.



MORAVIAN
COLLEGE

Stage 3: Pre-Student Teaching Final Evaluation Report

Refer to Teaching Competencies Rubric for descriptions.

STUDENT _____
COURSE _____
CO-OP TEACHER _____
SCHOOL _____ GRADE _____

Semester _____

Rating Scale: DISTINGUISHED / 3		PROFICIENT / 2	BASIC / 1	UNSATISFACTORY / 0
ADDRESS THE COMPETENCIES THAT APPLY		RATING	SUPPORTING EVIDENCE	
1. Provides meaningful learning opportunities that are developmentally appropriate. * (PDE A,C)				
2. Fosters student achievement among diverse learners in an inclusive setting. (PDE F)				
3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning. (PDE B,E)				
4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction(PDE C,E)				
5. Adheres to college, district, and state guidelines for professional practice. (PDE E)				
6. Demonstrates stamina, maturity, and self-control. (PDE D)				
7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson. (PDE A)				
8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective. (PDE C,F)				
9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals. (PDE A)				
10. Utilizes appropriate formative and summative assessment devices. (PDE E)				

*
Commendations:

Recommendations:

Student Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____



Field Experience Attendance Sheet

Pre-Service Teacher _____ Course# _____ Section _____

Co-op Teacher _____ School _____ Grade _____

Week of:	Monday		Tuesday		Wednesday		Thursday		Friday		Weekly Totals	Co-op's Initials
	In	Out	In	Out	In	Out	In	Out	In	Out		
NOTE: HOURS MUST BE TOTALED								TOTAL HOURS				

This form will be used to document concerns reported to the Education Department during any field experience. Copies of this report will be given to the student, involved professors, supervisors and authorized school personnel. A copy will be placed in the student file in the Education Department.

Student's Name: _____ Date of Report: _____

Course: _____ Placement: _____

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

RECOMMENDATIONS:

OUTCOME:

Education Department Personnel's Signature: _____

STUDENT'S RESPONSE:

Student's Signature: _____ Date: _____

STAGE

4



SECONDARY EDUCATION STUDENT TEACHING

GENERAL POLICIES AND PROCEDURES FOR ALL STUDENT TEACHERS

1. INTRODUCTION

As the title implies, a student teacher is a person in a period of transition. Having spent some sixteen years as a participant in learning situations designed by someone else, the student teacher is now being given responsibility for designing learning situations for others. 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 the others involved in the student teaching unit - the cooperating teacher and college supervisors - can eliminate this tension entirely, although it can be contained within manageable limits if each person involved in the program understands his or her responsibilities and undertakes them conscientiously.

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 College's approved certification program, an attempt to anticipate questions frequently asked, and a set of informal suggestions based on past successes and failures in student teaching.

Everyone involved in the teacher education program - student teachers, cooperating teachers, and college supervisors - should read this entire section of the handbook carefully even though certain sections are devoted to particular 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 or her 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. They should be directed 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 or not 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 (Music, Mathematics, Social Science, French, etc.).

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 College calendar, unless informed 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 in consultation with the cooperating teacher, Education Department supervisor, and Director of Field Experiences.

Unexcused 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 know you will be absent but no later than thirty minutes before the start of the student's school day. Check with your cooperating teacher to see if he or she would also like to be called at home. It is the student teacher's responsibility to get appropriate email addresses and telephone numbers from her or his cooperating teacher.
2. E-mail the Education Department Director of Field Experiences and your College 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 e-mail.
4. Provide the Director of Field Experiences official written documentation for absences. Unexcused or unreported absences may result in a termination of and/or a failing grade for your student teaching experience.

4. USE OF STUDENT TEACHERS AS SUBSTITUTES

Under no circumstances is a student teacher to be used in place of a certified, paid substitute for an absent teacher, including the cooperating teacher. The only exception to this policy might be an emergency which arises during the school day making it necessary for someone to cover a class or an activity temporarily. If the student teacher is given this 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 and initiating the application for certification.

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 (<https://www.login.state.pa.us/login/Register.aspx>). It is important that you **make note of the user name and password that you create** as you will need to access this website throughout your Pennsylvania teaching career. Certification candidates must allow 24 hours after registering before they can access TIMS (<http://www.pa-tims.com>) 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 supporting documents required, however there are generally none. The \$125.00 fee may be paid using a credit card or by mailing a Money Order. 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 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 three 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 or not 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 at the time you apply, not those in force when you graduated.

Graduates of Moravian's teacher education program are eligible for certification in a number of other states through various interstate reciprocity agreements. Since many states, like Pennsylvania, are changing their policies, procedures, and requirements, you should consult with your Education Department adviser if you are interested in teaching in another state.

With a tight job market, it is a good idea to get certified in the state of New Jersey. Because there is reciprocity with Pennsylvania, this is fairly easy. You will need to satisfy New Jersey testing requirements. See <http://www.state.nj.us/education/educators/license/tcis/> for information about certification in New Jersey.

In order to maintain their certification, all Pennsylvania teachers must complete continuing education requirements every five years or they will lose their certificates. This holds true whether or not you hold a teaching job in Pennsylvania. 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.*" You are permitted to use the coursework you take for permanent certification to fulfill your Act 48 obligations.

The five 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, you will lose your teaching certificate. 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 physicals and the TB (Mantoux) test done at the College Health Center or you may use your own 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 a 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 as part of a placement file.**

8. ESTABLISHING A TEACHER PLACEMENT FILE

Seeking a teaching position involves establishing a file of personal information, recommendations, and evaluations that can be sent to prospective employers in the form of an electronic or paper file. Some of the pieces of the placement folder are described in detail below.

Resume and Recommendations: important parts of your placement folder.

- **Your Resume** - Your resume is the first thing employers will see when they open your placement folder. It should look professional. To facilitate copying, put the resume on white paper. More will be said about the resume in your student teaching seminar.
- **Letters of Recommendation** - Since your cooperating teachers and your College 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 on how to obtain this clearance are found at https://www.pa.cogentid.com/index_pde.htm. Click REGISTER ONLINE.
- **Criminal Background Check (Act 34)** - This clearance can be obtained by logging on to <https://epatch.state.pa.us>.
- **Pennsylvania Child Abuse History Clearance (Act 151)** - Submit an application online by first creating a Child Welfare Account and completing the information electronically through the Child Welfare Portal: <https://www.compass.state.pa.us/cwis/public/home>. See the FAQ section labeled **Clearance Application** for additional information.

9. REVIEW OF TEACHER PLACEMENT FILES

Although permanent teacher placement files are the property of the College and may not be removed from the office, a successful certification candidate has the right to inspect the content of his or her file. 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 or the employer.

A successful certification candidate may challenge any material in the file that he or she 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. In the event that the certification candidate and the writer cannot agree on the accuracy or propriety of the statement, the a 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 hearing of 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 keep the Department Administrative Support Assistant informed 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, a review of your placement file, and an interview. If you have not already done so, you should draft your resume. Both the Moravian College 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 can 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.

A number of 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 (<https://www.pa-educator.net/>) and PAREAP (<http://www.pareap.net/>) are recommended.

You will receive a form entitled "Policy Concerning Teacher Placement Files". You are requested to read and sign this form before returning it to the Education Department Office. It must be in your placement file before copies of your folder can be sent to school districts on your behalf.

You may request a copy of your placement file when it is completed. You may also request the Education Department to prepare and mail your file to five prospective employers at no charge. After that there is a fee of \$5.00 for each file sent. To have a placement folder mailed to an employer, your request must be made via e-mail to the Education Department Administrative Support Assistant. Please include the full name and address of the recipient and indicate what items you would like sent.

When requesting that your file be sent to an employer you may select which letters of recommendation to include or exclude, but evaluative materials (cooperating teacher evaluations, College supervisors' evaluations) constitute an assessment package. The placement file will contain all of the evaluative material.

It is not a good idea to send placement folders out to ALL districts you contact via cover letter and resume. It is best to have them sent to districts where a specific job you have an interest in is posted or to a district in which you have a strong interest. In addition to these two suggestions, we recommend that you stay informed about job openings by checking district websites frequently, by calling the personnel offices of districts to inquire about postings in your certification area, and by reading the newspapers regularly.

11. ABOVE AND BEYOND

Student teachers are graded Pass or No Credit and the written evaluations of cooperating teachers and supervisors have much to do with whether or not a student teacher finds a position.

It will not be sufficient in today's job market to merely "get by." Those who excel in student teaching are typically those who go 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 SECONDARY STAGE 4 STUDENT TEACHER

No matter how welcome your cooperating teacher, principal, and students may make you feel, you are fundamentally an outsider in the school. You enter an essentially pre-established program, make your contribution, and leave before the program is completed. This situation requires you to be circumspect, understanding, and flexible in the way you go about your work. The following suggestions by no means anticipate every problem or question that may arise, but if the suggestions are read and carefully considered, they should help to get you started in the right direction and establish a climate within which any problems and questions can be successfully resolved.

A. Introductions

Your first meeting with your cooperating teacher is important in setting the tone of your relationship and in getting to know the routine and the folkways of the school. It is a time to ask questions and withhold judgments. If you are concerned about important aspects of the relationship, discuss your concerns with your College supervisors without delay.

Arrange to meet the administrators of your school on the first or second day that you are there. If you have not done so already, provide the principal and your cooperating teacher with a copy of your resume or some other brief summary of essential information about yourself. Include such things as your local and permanent addresses and how you may be contacted, your educational background, work and travel experience, special interests, honors received, and details of any prior history in working with children and adolescents.

You should also introduce yourself to the school's office staff so they will know that you are authorized to be in the school. Ask the school's secretary to brief you on any sign-in procedures as well as other administrative requirements of the school. Some schools have separate parking areas for guests and visitors. Ask your cooperating teacher where you should park. Get to know members of the school community who work with your students. Introduce yourself to the librarian, guidance counselors, and other support personnel and familiarize yourself with their services and procedures. Undoubtedly, your cooperating teacher will help you make all of these contacts.

B. Technology

Ask what audio/visual equipment is available. Find out how to reserve the use of equipment. Make sure you know how to run it before you have to use it during a lesson. Ask to see a catalog of DVD's and other media available through the district media center and through the intermediate unit.

Find out what technology resides in your classroom and what computer facilities are available in the school. Begin the process of considering how you will use the technology to enhance student learning. Familiarize yourself with all of the technology you plan to use so that you are able to smoothly incorporate it into your instruction. Find out what software is available for use by students and by teachers and how to reserve the computer lab or laptops for use by your students.

C. Teaching Schedule

When you meet your cooperating teacher for the first time secure a copy of the teacher's class schedule showing each class the time that the class meets, and the room for each class. Also secure a copy of your school's bell schedule including information about scheduling during snow delays. By the end of the first week of student teaching, give a copy to all of your College supervisors.

D. Teaching Responsibilities

No two situations are alike. Don't compare your responsibilities to other student teachers. In general, during the first week of the experience, you should pick up 1 or 2 classes under a regular format and just 1 class under a block-scheduling format. A good rhythm is to add a class a week under a regular scheduling scheme. Under a block scheduling scheme, add a class every two weeks. Your load should gradually build so that during the final two weeks, you are teaching the full schedule. You need to get a sense of what an entire teaching day is like.

E. Preparation, Planning and Supervision

You must complete a formal lesson plan for every class you teach and you must maintain a file of the lesson plans and materials used for each course you teach. General formats for planning can be found in this handbook and will be discussed in your student teaching seminar. College supervisors will want to see these materials when they come in for a visit, so make them available. Lesson plans must be prepared 48 hours before they are to be used and shared with the cooperating teacher for feedback.

During the course of your student teaching experience, your College supervisors will evaluate a solid sample of your lesson plans. When your supervisor comes in to observe, he or she will read over your plans before you teach. The supervisor will be concerned with the clarity of your objectives and the flow from objectives to procedures to evaluation. This is called alignment. In addition, formative assessment must be an essential part of every lesson that you teach.

In the post-observation conference, you will be asked to reflect on data obtained from formative assessment and consider how well you accomplished your objectives. You will be asked to think about what you might do differently if you were to re-teach the lesson and how you might approach the next lesson considering your experience with this one. Such talk lies at the heart of reflective teaching.

Some supervisors will ask you to fill out an "observer's form" prior to observation. This will need to be done every time they visit. Different supervisors will have different requirements. You will be informed of special requirements at your seminars.

F. The Student Teacher's Non-Teaching Responsibilities

As a student teacher you will share the routine, non-teaching duties of your cooperating teacher insofar as it is reasonable for you to do so. Among other things, these duties will include homeroom routine, study hall and may include cafeteria monitoring. You should eventually take over responsibilities for homeroom so that you can get used to daily routines and procedures that teachers must carry out. Because there will be considerable variation in these requirements from school to school, your cooperating teacher is in the best position to determine what is reasonable to expect and require.

In general, you should attend meetings and conferences expected of other teachers, including parent-teacher conferences, unless your cooperating teacher advises otherwise or unless the meetings conflict with a required College activity associated with student teaching. The College requires the student teacher to attend faculty and in-service meetings, unless they conflict with a required College activity.

You should use additional time that you have to observe your cooperating teacher and other teachers in your subject area or others. If there is another student teacher in your building, you might want to observe him or her.

• Contacting Parents

Sometime during each experience, you should contact the parents of some of your students. (This requirement is not appropriate for all placements.) This could include good news calls and bad news calls. A bad news call might enlist the help of parents in getting students to do homework or simply behave. You could use a good news call to share positive aspects of student performance with parents. You may also use email to communicate with parents, making sure that all such communications are done in a professional manner.

• 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. More information on the Code of Conduct may be found in the first section of this manual.

• Relationship with Students

Although the student teaching period is short, you should make a determined effort to know each student for whom you are responsible. Learning students' names can be difficult, but it should be a primary objective of your initial classroom observations. Take the time to make a seating chart for each class so that you can take attendance quickly and associate names with faces. Although the school maintains a file of information about each student, this information should at best supplement and never replace the understanding that you develop initially from direct acquaintance. Never form your own conclusions about a student on the basis of hearsay information alone and always respect the students' own rights to privacy and confidentiality when considering the information which you acquire. The pressures of time and numbers in public school teaching invite the forming of ill-considered and incomplete judgments which can do lasting damage to a student's integrity, reputation, and self-esteem. When this happens, you will find it difficult to work together with a student for a common purpose.

If you deal with your students fairly, openly, purposefully, and respectfully, they will generally respond in kind. In most cases your serious problems will be few if your lessons are carefully prepared and if your expectations of students are reasonable and clearly stated up front. If you are consistent and fair in holding students to these expectations and if you are open and receptive while asserting the authority you have as a teacher, success with management will be more likely. However, it is also your responsibility to find out from your cooperating teacher how you can best work together to resolve students' violations of your rules or particular problems of disorder if they arise in the classes for which you are responsible. In addition, it is essential to find out about discipline procedures followed by your cooperating teacher and discipline policies employed by the school. You do not necessarily need to follow the same approaches used by your cooperating teacher, but it is wise to have an image of the act you are following. Issues concerning classroom management will be discussed in seminar.

You are responsible for the implementation of IEPs, Section 504 plans and health plans. Therefore ask your cooperating teacher to make these documents available for your review. In addition, ask your cooperating teacher about any English language learners.

From time to time you may be tempted to respond to a student more as an age-peer, companion, or confidant than as a "teacher." While the distinction is not always an easy one to make, these situations should be treated with great care, because no matter how innocent or well meant your response might be, it can be misinterpreted by both students and other teachers. Avoid generating such situations yourself by casual comments or actions that appear to compromise the professional relationship expected of you. If a potentially uncomfortable situation seems to be developing, ask your cooperating teacher or College supervisor for suggestions.

• Relationship with Other Teachers

The ambiguity of the student teacher's role in the school requires you to be particularly circumspect in your language and conduct. Because you are an outsider, you should ask about things that puzzle you, but do so courteously and know when a limit has been reached. When you have ideas or suggestions about how things might be done differently, propose them confidently but respectfully, and only after having considered them carefully. Conversely, when a cooperating teacher, College supervisor, or student offers a suggestion or a point of constructive criticism, accept it in the spirit in which it is given.

Students and colleagues will generally respect your ability to admit an error or to acknowledge the fact that you do not know an answer to a question, particularly if you make a determined effort to correct it. Try to work out problems for yourself, but do not hesitate to seek advice from those who have been appointed to help you.

Watch what you say and how you conduct yourself in your classroom, in the corridors, and in the teachers' lounge. Avoid comments and jokes which might be viewed as sexually explicit, or which might offend members of a religious, ethnic, or racial minority. Never inquire about a staff or faculty member's sexual preference or marital status. Do not allow students to put you in the position of sympathizing with them against a decision made by your cooperating teacher, another teacher, or the principal. Suggest that they take the problem to the person in question.

G. Evaluation and Self-Evaluation

Though others will evaluate your teaching, perhaps the most constructive evaluation is that which you do for yourself from day to day. A capacity for self-criticism and self-correction is an important characteristic of an effective teacher. In addition, reflective teachers are able to articulate a vision of teaching, learning, and schooling and to evaluate practices in relation to those beliefs. Discuss your self-assessment and your broader views with your cooperating teacher and College supervisors regularly, and request a more formal conference if you find that their evaluations of your work differ significantly from your own. A final valuable resource is your fellow student teachers. Invite them into your classroom and talk to them about your teaching.

Final evaluations will be written by each of your cooperating teachers and your College supervisors. Copies of the evaluation forms appear in the evaluation section. The forms are identified as weekly or final. In addition, competencies you should attain or demonstrate by the end of the experience are listed in the evaluation section of the handbook. It is a good idea to look at these competencies and forms before the experience begins. Since you are graded on a pass/no credit basis for student teaching, the written evaluations become very important. It is the student teacher who goes above and beyond common expectations that leaves the experience in a strong position to get a job.

H. Grading

You receive two grades during the student teaching experience. For the three course units of student teaching you receive either a pass or no credit. That grade is determined by your College supervisors. In addition, you receive a separate grade for the student teaching seminar. That is a traditional letter grade (A, B, C, etc.). That grade is also determined collectively by the professor leading the general seminar, the professor leading the content seminar, and the College supervisors. The specific factors which make up this grade will be discussed at the start of student teaching.

I. Conserving Energies

The student teaching experience is both physically demanding and time consuming. It is actually more fatiguing than the formal academic study you have pursued prior to this time. Effective planning requires time and energy, and the stress of decision making and coping with the mechanics of the classroom is physically draining. Expect to be tired at the end of the day. For these reasons you will have to give priority to your teaching responsibilities to be successful. Diversions and relaxation are absolutely essential, but you should keep your outside responsibilities and obligations in perspective and temporarily suspend any that directly conflict with student teaching.

J. Getting Help

Expect to encounter some difficulties during student teaching. Nearly everyone does. Such difficulties are not necessarily a sign of weakness on your part; they are more often a sign of inexperience. Difficulties can almost always be resolved if they are confronted quickly. Don't hesitate to seek the advice of your cooperating teacher and College supervisors, and take the initiative to get help when you think you need it.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

As the College's cooperating teacher, you are the person with whom the student teacher will have the most contact during the experience in the school. You are also the person to whom the student teacher should first turn for assistance and advice. You have been selected because of your willingness to work with student teachers, your reputation for effectiveness, and your experience. Although you may very well have worked with student teachers in the past, the following comments should help clarify Moravian College's student teaching policy and may anticipate questions and suggest ways to make the student teacher's experience more fruitful

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 certificated teaching experience in the school entity where the student teacher is placed."

B. Getting Acquainted

At the very beginning of the student teaching period, you should help the student teacher become acquainted with the school by identifying special features of the facilities, where to find materials, and the location of support personnel. Inform them of any necessary sign-in or sign-out procedures. Discuss major policies of the school, especially those that relate to discipline. In addition to helping the student teacher secure a copy of any current faculty and student handbooks and other appropriate official documents, you should include any informal tips concerning such things as lunchroom procedure and the folkways of the faculty lounge. The object of this is to avoid unsettling or embarrassing incidents whenever possible. Finally, provide a copy of your daily schedule and the building schedule. The student teacher will make copies and share those with College supervisors.

C. Teaching Responsibilities of Student Teachers

Although you know your students and your course requirements and are therefore in the best position to determine how rapidly the student teacher assumes responsibility for particular classes, some general policies and procedures should be kept in mind. If you are operating under a regular scheduling scheme, your student teacher should be prepared to assume responsibility for one or perhaps two classes after a few days of observation and preparation. After a week or two with their initial classes, an appropriate rhythm is to have the students pick up one class a week until they have assumed the full load. Under a block scheduling system, limit the initial teaching load to one class during the first week. Wait about two weeks before you assign a second class. Wait about another two weeks before having the student teacher

assume the full load. Block scheduling places special demands on the teacher and it is best to let the student teacher gain comfort and facility with one group before picking up others.

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.

Given differences in situations, there is bound to be some variation for each student teacher. It is entirely appropriate for you to retain a class if you have reasons for doing so. The student teacher might assist you with this section even though you retain primary responsibility.

Even if your teaching assignment involves only one basic preparation, your student teacher should not be given responsibility for all classes at once. Experienced teachers sometimes forget the fatigue and anxiety that beginning teachers experience while they are adjusting to the routine and responsibility of classroom teaching.

During the early part of the experience it would be helpful to have the student teacher observe a variety of teachers in order to witness a variety of teaching styles. One suggestion is to have the student teacher shadow a student through his/her day. The student teacher would go from class to class with the student in order to get a feeling for the student's daily experience.

D. Supervising and Evaluating Student Teachers

With the induction year in place, 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 of 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. Help the student teacher use daily formative assessment to evaluate the impact of their teaching. In general, a student teacher should be observed closely for at least the first weeks that he or she has responsibility for each class. Observations and conferences should be a regular part of the experience. The number and duration will vary from student teacher to student teacher.

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 or she begins to gain confidence.

The post-observation conference then becomes extremely vital. After a formal observation, it is important for you to sit down with the student teacher and discuss the lesson. It is best that such discussion be grounded in formative assessment data gathered during the lesson. The post-observation conference can be in the form of indirect questioning to help the student teacher become more self-critical, direct feedback, or, more likely, some combination of the two. Every student teacher seems to require a different approach to supervision. In an indirect style, you might ask questions such as: "What happened when you stated your expectations clearly?" or "What did you find out about student learning when you checked student understanding?" In a more direct style you would share and explain your comments on the observer's form or comment on salient aspects of the lesson. Those aspects would be both teaching moves that you think are good and moves that you think require improvement.

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. Competencies which students should be able to demonstrate by the end of the experience are included in Appendix C. These competencies should help serve as a guide for evaluation of student teachers.

The Weekly Student Teaching Observation Report form is another important means of communication with the College supervisors. Starting with the first week, a weekly report should be sent to the Education supervisor(s) by email. You will be provided with a digital copy of the form to complete. If you prefer, you can print out the form and have the student teacher deliver it. You should also keep one copy for your records and provide a hard or electronic copy to the student teacher.

The form can be used for the observation of one particular class or for more general feedback. The purpose of the form is to provide both feedback to the student teachers so they can improve their instruction and information to the College so all supervisors can more effectively work together.

Please note that the weekly form does not become a part of the student's placement file. It is a means for you to chart the progress of the student teacher, to provide meaningful feedback to the student teacher, and to communicate with the College supervisors.

You will be sent the final evaluation form towards the end of the experience. A facsimile of the final evaluation form appears in Appendix C. The final evaluation form should be used in lieu of the weekly report for the final week. It will become part of the student teacher's permanent file. Prospective employers give substantial weight to the cooperating teacher's final evaluation. Please refer to comments concerning this form in the evaluation section. Please place narrative comments on school letterhead and give a copy to the student teacher so that she/he can use your evaluation for on-line application formats. Mail the signed evaluation (numerical assessment form and narrative assessment) to the Director of Field Experiences by the date given.

E. Student Teacher's Responsibility for Planning

You should insist that the student teacher's planning be purposeful and consistent with the overall objectives of your course. Above all, planning should be done regularly, thoroughly, and with the diversity of students within the class in mind. Student teachers have been instructed to develop a formal, written plan for each lesson they teach. Required formats can be found in Appendix B of this handbook. Lesson plans must be presented to you forty-eight hours prior to teaching the lesson. Student teachers failing to meet this requirement will not teach the lesson. The feedback you will be able to provide will be invaluable to the student teacher. If you would prefer to have the student teacher develop plans in a particular format, be sure to discuss your expectations with the College supervisor. Student teachers are required to maintain a file of their plans and materials for your review and that of the College supervisors. Monitor the student teacher's planning closely, particularly at the beginning of the experience, and contact the College supervisor immediately if you have any concerns about the student teacher's sense of responsibility in terms of planning or their ability to plan effective lessons. Beyond daily planning, students need to engage in long-term planning using an understanding by design model. They should be thinking beyond daily planning from the start of their teaching.

F. Classroom Management

The monitoring of student behavior - the "discipline" issue - is often a source of anxiety for beginning 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 group dynamics of each class for which the student teacher is responsible. Time is spent in

student teaching seminars considering various ways of diagnosing 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 or her decisions. In addition, it is important for student teachers to know school-wide policies toward behavior problems. As incidents arise, help the student teacher analyze the situation, determine his or her 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 College supervisor right away.

G. The Student Teacher's Non-Teaching Responsibilities

The student teacher is expected to share your administrative responsibilities insofar as it is reasonable to do so. This may include but not be limited to such things as homeroom routines, supervising hallways and lunchrooms, advising activity groups, and attending parent conferences. You are in the best position to determine which of your responsibilities are reasonable for the student teacher to undertake. If in doubt, discuss the matter with the College supervisor. The student teacher should not be expected to participate in responsibilities, such as coaching, which require specialized skills and training. The student teacher is not required to participate in leadership of extracurricular activities but is free to do so if he or she chooses.

The College requires the student teacher to attend faculty and in-service meetings, unless they conflict with a required College activity. If possible, they should attend at least one faculty meeting while they are with you and any appropriate in-service during their tenure as student teachers.

H. College Supervision

The student teachers from Moravian College are supervised by two faculty members from the College, one from the Education Department and one from the subject area department. This allows us to focus on both pedagogy and content. A list of the supervisors and their telephone numbers is included in this handbook.

I. 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 College supervisors is necessary or appropriate, one can be quickly arranged by calling or emailing the supervisor. A list of other pertinent numbers and e-mail addresses is included in this handbook.



ROLES AND RESPONSIBILITIES OF THE COLLEGE SUPERVISORS

Each student teacher is assigned two college supervisors for student teaching, one a representative of the student's major field and the other a member of the Education Department. Your joint responsibility is to assure continuity between the student teacher's program of study at the College and his or her work in the schools. This is accomplished by observing the student teacher's work, conferring with the cooperating teachers, and helping the student teacher grow in confidence and effectiveness. Separately, you are responsible for certain aspects of the curriculum seminars that meet biweekly or, in the case of music and art education, weekly. These joint and specific responsibilities are outlined in more detail below.

Given that it is difficult to separate content from pedagogy, it is likely that both College supervisors will consider both aspects of teaching during observations. In addition, each supervisor will focus on particular areas as described below.

A. The Major Field Supervisor

The primary responsibility of the major field supervisor is to see that the student teacher has sufficient subject matter knowledge to teach. The student teacher needs to have sufficient subject matter knowledge to know how to take content and translate it into meaningful learning experiences for their students. The major field supervisor should also see that the student teacher has a reasonable opportunity to test and evaluate the ideas and techniques discussed in his/her education curriculum and methods seminar (EDUC 36_). It is important for the major field supervisor to be aware of the methods and theories discussed in the EDUC 36_ seminars. The supervisor should also be aware of methods discussed in the general education methods course.

B. The Education Department Supervisor

The Education Department supervisor is largely responsible for coordinating all activities related to student teaching, for seeing that all student teachers and cooperating teachers are visited regularly, and for resolving any difficulties concerning the student teacher's assignment. As an observer of student teachers, the Department supervisor will be primarily concerned with the principles of effective teaching that apply to all teaching fields. Generally concerns of the two supervisors will overlap.

C. Observing the Student Teacher

During the first week of the experience, one of the supervisors should try to meet the cooperating teacher and visit the student teacher to see that any initial problems are resolved quickly. Over the course of the student teaching experience, the student teacher should be visited once each week by either of the College supervisors.

Most observation visits should be arranged with the student teacher in advance. Whenever possible, confer with the student teacher before the lesson to learn about the student teacher's purpose, objectives and the teaching strategies to be used. It is equally important to discuss the lesson with the student teacher after the observation to compare perceptions of the lesson's strengths and weaknesses. If it is not possible to discuss the lesson with the student teacher

immediately, leave some notes and comments with the student teacher and arrange a time to meet. Three-way conferences that include the cooperating teacher may be difficult to arrange, but it is important to discuss the student teacher's progress with the cooperating teacher over the course of the experience.

Unannounced visits have their place as well. Sometimes a student teacher becomes anxious about an impending formal visit and is less effective than he or she would be if the supervisor simply appeared.

D. Weekly Seminars

Student teachers will meet in seminars every week of the student teaching experience. Except for music and art student teachers, the general seminar will alternate with the subject specific seminar. The Education Department supervisor will establish the meeting rhythm in consultation with the other College supervisors. Music and art student teachers meet weekly with the music and art supervisors respectively.

A major function of both seminars is to explore solutions to problems being faced by student teachers. Some time may be devoted in the seminar to the presentation of new content including new teaching strategies. The general seminar will focus on areas of general concern for all the student teachers. This could include: classroom management, general strategies such as cooperative learning, relationships with students, and the job search process. The subject seminar will focus on issues germane to the content including strategies specific to the content area. There will be times when the subject seminar addresses issues which are more general in nature, especially when student teachers express an interest in doing so in that context. Grades for the secondary (including foreign language) seminar will be determined jointly by the instructor of the general seminar and the instructor of the content-specific seminar. Art and music seminar instructors assign grades for their respective seminars.

E. Recording Student Teacher Lessons

Recording the student teacher's work in the classroom facilitates self-evaluation and helps focus on particular aspects of the student's teaching. The Education Department has portable digital recording equipment available, and the Education Department supervisors know how to use the equipment. It is usually a good idea to let the student teacher view the recording alone and then confer with the supervisor about particular strengths and weaknesses. Keep in mind that the presence of a recorder in the classroom may alter the interpersonal dynamics of particular groups, so some care should be taken in choosing the group and in explaining the purpose of the recording.

F. Coordinating Visits

Student teachers are required to provide both of their College supervisors with a copy of their cooperating teacher's teaching schedule as well as a building schedule by the end of the first week of each student teaching experience. After they begin teaching, student teachers are instructed to provide a weekly report on what classes they are teaching (generally by email) to both supervisors. The Education Department supervisor will know the schedules of the student teachers.

G. Compensation for Student Teaching Travel

College supervisors are reimbursed at the prevailing College rate for travel costs associated with student teaching supervision. You should keep a log of your visits and the distances traveled and submit an itemized reimbursement request to the Education Department Administrative Support Assistant at the end of the student teaching period.

EVALUATION OF THE SECONDARY STAGE 4 STUDENT TEACHER

Cooperating teachers and College supervisors balance dual responsibility as teacher and evaluator. It is important to provide continuing support and critical encouragement to the student teacher throughout the experience, but at the end, cooperating teachers and supervisors must also play a vital role in the final evaluation of the student teacher and in the decision whether or not to recommend the student teacher for certification. Supervisors and co-ops should confer with one another frequently to resolve any differences in perception and to work together on problems as they arise. All submit final written evaluations of the student teacher which will be included in the student teacher's placement folder and will be used for on-line applications. A copy of the final evaluation form is contained in the evaluation section of the handbook. Discuss the evaluation with the student teacher to be certain that it is consistent with the feedback and advice that has been provided throughout the term. 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 a designated College supervisor at least two times over the course of the semester.

The 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 College advisers, cooperating teachers, and the student teacher. Although experienced teachers would probably agree that the competencies and characteristics listed below and in the Teaching Competencies Rubric found in the appendix 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 rubric 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 particular schools, particular student teachers, and particular teaching fields for which certain dimensions of teaching may be more important than others. Those involved in a given student teaching assignment will need to 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, evaluation is not based on one particular model of teaching. Students have been introduced to a variety of models. They also will learn some new approaches by working with teachers in the field or they will create some of their own. Teachers need to develop their own style of effective teaching within a set of beliefs. A central concern, therefore, is how well the students can analyze and improve their instruction.

A. Final Evaluation

Toward the end of the student teaching experience, the College will send the cooperating teacher a form to be completed as the final evaluation of the student teacher's work. A sample of this form is given in this handbook. College supervisors will also be asked to complete a written evaluation of the student teacher. Since these evaluations will be included as part of the student teacher's placement file exactly as they are received from the cooperating teacher and College supervisors, we ask that you have them typed or word processed so that they can be photocopied for prospective employers who will utilize your evaluation in their decision making process. Cooperating teachers should include a word-processed letter of evaluation on school letterhead

along with the completed evaluation form. It is Moravian College's policy to allow student teachers to read their final evaluations before they are entered in the placement file, so cooperating teachers and College supervisors should discuss their evaluations with the student teacher to resolve any questions and differences. This will be useful feedback for them. Return the final evaluation form with your signature and your letter of evaluation by mail to the Director of Field Experiences by the date indicated. It is also appropriate to give your student teacher an additional signed copy of your evaluation for his/her portfolio.

In addition, a designated supervisor from the College will complete the PDE 430 form as part of the state requirements for certification.

B. Certification Recommendations

Moravian College 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 will be assigned a grade of "Pass" and will be recommended for Pennsylvania's Instructional I Certificate. If the student teacher has made a responsible and conscientious effort and has taught a sufficient amount, but has not achieved the competence required of a beginning teacher, the student 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 "No Credit" will be assigned when the student teacher's sense of responsibility and effort are in serious question.

Final determination of the grade rests with the College supervisors, and the decision concerning certification ultimately rests with the College'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 not be granted or that no credit will be given for the experience, the student may petition for reconsideration to the Teacher Education Committee. If the issue is still not resolved, the student may appeal the decision to the Provost of the College and to the President. The student teacher may also ask the Pennsylvania Department of Education to review the College's decision when the College's appeal process has been exhausted. At each step of the appeal, the student is entitled to a hearing at which he or she may present information on his or her own behalf and respond to the information upon which the decision was based. The student should discuss the appeal process with the Chair of the Teacher Education Committee.

PDE FIELD EXPERIENCE COMPETENCIES FOR STAGE 4 STUDENT TEACHING

**All Instructional I Certificates: PK-4, 4-8, PK-12, Secondary 7-12,
Special Education PK-8, and Reading Specialist PK-12**

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate:
	1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
	2. Constructs all instructional plans to align with PA Pre-K-12 Academic Standards.
	3. Plans instruction that is responsive to the age and/or related characteristics of their students.
	4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
	5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
	6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.
B. Classroom Environment	The candidate:
	1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
	2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
	3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
	4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
	5. Engages in proactive communication with families and community contacts.
	6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery	The candidate:
	1. Uses effective verbal and non-verbal communication techniques.
	2. Uses effective questioning and discussion techniques.
	3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
	4. Uses instructional technology and assesses its impact on student learning.
	5. Provides appropriate progress feedback to students in a timely manner.
	6. Uses active student engagement during instructional delivery.
	7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
	8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
	9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
	10. Clearly communicates instructional goals, procedures and content.
	11. Accesses communication technologies to communicate with families regarding student progress.
D. Professional Conduct	The candidate:
	1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
	2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
	3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
	4. Avoids inappropriate relationships, conduct and contact with students.
	5. Applies safety precautions and procedures.
	6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
	7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

E. Assessment	The candidate:
	1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
	2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
	3. Applies interpretations to inform planning and instruction for groups and individual students.
	4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
	5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
	6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
	7. Assesses their own professional growth through focused self-reflection.
F. Knowledge of Diverse Learners	The candidate:
	1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
	2. Promotes a positive learning environment that values and fosters respect for all students.
	3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
	4. Supports the growth and development of all students, particularly those traditionally underserved.
	5. Communicates with and engages families, caregivers and the broader community.

DISTINGUISHED		PROFICIENT		BASIC		UNSATISFACTORY	
1. Provides meaningful learning opportunities that are developmentally appropriate.							
<input type="checkbox"/> Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.		<input type="checkbox"/> Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.		<input type="checkbox"/> Teacher displays generally accurate knowledge of developmental characteristics of age group.		<input type="checkbox"/> Teacher applies few principles of learning, with minimum tailoring of lessons to students' level of difficulty and attention span. Teacher fails to maintain an academic focus.	
2. Fosters student achievement among diverse learners in an inclusive setting.							
<input type="checkbox"/> Teacher obtains specific information about every student, then adapts to his or her needs and individual differences. Teacher conveys high expectations for all students.		<input type="checkbox"/> Teacher obtains information about all students, then adapts to their needs and individual differences. Teacher has high expectations for all students.		<input type="checkbox"/> Teacher obtains some information about students, then adapts somewhat to their needs and individual differences. Teacher has high expectations for some students.		<input type="checkbox"/> Teacher seldom obtains information about students, and adapts minimally to their needs and individual differences. Teacher has nominal expectations for students.	
3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning.							
<input type="checkbox"/> Classroom atmosphere is highly task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is somewhat task-focused, organized, positive, and cooperative.		<input type="checkbox"/> Classroom atmosphere is neither task-focused, organized, positive, nor cooperative.	
<input type="checkbox"/> Teacher maintains high academic and behavior standards. Teacher is aware of student behavior at all times and maintains appropriate classroom behavior.		<input type="checkbox"/> Teacher sets high academic and behavior standards. Teacher is aware of student behavior and maintains appropriate classroom behavior.		<input type="checkbox"/> Teacher sets academic and behavior standards. Teacher is aware of student behavior and maintains acceptable classroom behavior.		<input type="checkbox"/> Teacher does not set appropriate academic and behavior standards. Teacher does not monitor student behavior or maintain acceptable classroom behavior.	
4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction							
<input type="checkbox"/> Teacher communicates effectively, commands attention of all students, and responds supportingly. Teacher interacts with all students.		<input type="checkbox"/> Teacher communicates effectively, commands attention of all students, and responds supportingly. Teacher interacts with most students.		<input type="checkbox"/> Teacher communicates acceptably, gains attention of some students, and responds supportingly. Teacher interacts with some students.		<input type="checkbox"/> Teacher's communications are ineffective. Students generally do not pay attention. Teacher interacts with few students.	
<input type="checkbox"/> Teacher uses precise, content related questions of varying difficulty and complexity, and guides students to correct response. Teacher integrates students' questions and responses into the discussion.		<input type="checkbox"/> Teacher uses precise, content related questions of varying difficulty and complexity. Teacher guides students to correct response.		<input type="checkbox"/> Teacher uses content related questions with some varying difficulty and complexity. Teacher sometimes guides students to correct response.		<input type="checkbox"/> Teacher uses questions that vary little in difficulty and complexity. Teacher calls on another student when a question is answered incorrectly.	
<input type="checkbox"/> Teacher selects materials and resources specifically relevant for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources appropriate for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources, some of which are appropriate for the content and objective of the lesson.		<input type="checkbox"/> Teacher selects materials and resources inappropriate for the content or objective of the lesson.	
5. Adheres to college, district, and state guidelines for professional practice.							
<input type="checkbox"/> Teacher meticulously follows College, district, and state guidelines for professional practice, with commitment.		<input type="checkbox"/> Teacher always follows College, district, and state guidelines for professional practice, with understanding.		<input type="checkbox"/> Teacher always follows College, district, and state guidelines for professional practice.		<input type="checkbox"/> Teacher occasionally does not follow College, district, and state guidelines for professional practice.	
6. Demonstrates stamina, maturity, and self-control.							
<input type="checkbox"/> Teacher exceeds the expectations of the attendance policy.		<input type="checkbox"/> Teacher adheres to the attendance policy in a school-based experience willingly.		<input type="checkbox"/> Teacher adheres to the attendance policy in a school-based experience.		<input type="checkbox"/> Teacher does not adhere to the attendance policy in a school-based experience.	
<input type="checkbox"/> Teacher maintains self-control and composure in all interactions with students and adults.		<input type="checkbox"/> Teacher maintains self-control in all interactions with students and adults.		<input type="checkbox"/> Teacher maintains self-control in almost all interactions with students and adults		<input type="checkbox"/> Teacher occasionally loses self-control in interactions with students and adults	
<input type="checkbox"/> Teacher demonstrates abundant healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher demonstrates healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher usually demonstrates healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.		<input type="checkbox"/> Teacher does not demonstrate healthiness, physical energy and stamina, social prudence, and emotional stability in performing the duties of his/her professional assignment.	

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson.			
<input type="checkbox"/> Teacher demonstrates extensive mastery of subject matter.	<input type="checkbox"/> Teacher demonstrates mastery of subject matter.	<input type="checkbox"/> Teacher demonstrates basic mastery of subject matter.	<input type="checkbox"/> Teacher lacks sufficient mastery of subject matter.
<input type="checkbox"/> Teacher has valuable long and short-range objectives and meaningfully ties objectives to previous learning.	<input type="checkbox"/> Teacher has long and short-range objectives and ties objectives to previous learning.	<input type="checkbox"/> Teacher has some long and short-range objectives and occasionally ties objectives to previous learning.	<input type="checkbox"/> Teacher's long and short-range objectives are unclear or are not related to previous learning.
<input type="checkbox"/> Teacher demonstrates the importance and purpose of the lesson, connects objectives to larger body of knowledge, and relates objectives to specific student interests or needs.	<input type="checkbox"/> Teacher explains the importance and purpose of lesson, connects objectives to larger body of knowledge, and relates objectives to students' interests or needs.	<input type="checkbox"/> Teacher minimally explains importance of and purpose of lesson, occasionally connecting objectives to larger body of knowledge or relating objectives to students' interests or needs.	<input type="checkbox"/> Teacher rarely explains importance of and purpose of lesson, does not connect objectives to larger body of knowledge or relate objectives to students' interests or needs.
8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective.			
<input type="checkbox"/> Teacher prepares a variety of highly relevant and interesting instructional tasks, teaching concepts and emphasizing reasoning. Teacher requires independent thinking and problem solving skills.	<input type="checkbox"/> Teacher prepares a variety of relevant and interesting instructional tasks, teaching concepts and emphasizing reasoning. Teacher encourages independent thinking and problem solving skills.	<input type="checkbox"/> Teacher prepares a variety of instructional tasks, sometimes teaching concepts and emphasizing reasoning. Teacher encourages some thinking and problem solving skills.	<input type="checkbox"/> Teacher prepares instructional tasks that lack variety or relevance, or fail to teach concepts or emphasize reasoning. Teacher does not encourage thinking or problem solving skills.
9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals.			
<input type="checkbox"/> Teacher follows approved curricula in planning. Teacher chooses strategies for the lesson specifically suited for curricula, content, and students.	<input type="checkbox"/> Teacher follows approved curricula in planning. Teacher chooses strategies for the lesson based on curricula, content, and students.	<input type="checkbox"/> Teacher considers approved curricula in planning. Teacher usually chooses strategies for the lesson based on curricula, content, and students.	<input type="checkbox"/> Teacher disregards approved curricula in planning. Teacher chooses strategies for the lesson without specific rationale.
10. Utilizes appropriate formative and summative assessment devices.			
<input type="checkbox"/> Teacher assesses all objectives with varied and appropriate assessment tools, integrated into the objectives or content. Teacher diagnoses student errors for future planning.	<input type="checkbox"/> Teacher assesses all objectives with varied and appropriate assessment tools. Teacher diagnoses student errors.	<input type="checkbox"/> Teacher assesses some objectives with assessment tools. Teacher examines student errors.	<input type="checkbox"/> Teacher assesses with assessment tools, seldom aligned to objectives. Teacher disregards student errors.
<input type="checkbox"/> Teacher gives specific, sufficient, and evaluative feedback. Teacher uses individualized and academically focused comments that promote further learning.	<input type="checkbox"/> Teacher gives specific, sufficient, and evaluative feedback. Teacher uses individualized and academically focused comments.	<input type="checkbox"/> Teacher gives sufficient and evaluative feedback. Teacher uses academically focused comments.	<input type="checkbox"/> Teacher gives ineffectual feedback. Teacher uses general comments.
11. Reflects on prior practice and educational research to enhance teaching and learning.			
<input type="checkbox"/> Teacher reflects extensively on lesson's effectiveness, citing many specific examples from the lesson and relating them to educational research. Teacher participates in ongoing professional development activities.	<input type="checkbox"/> Teacher reflects accurately on lesson's effectiveness, citing specific examples from the lesson and relating them to educational research. Teacher participates in professional development activities.	<input type="checkbox"/> Teacher reflects on lesson's effectiveness, citing examples from the lesson without relating them to educational research. Teacher participates in some professional development activities.	<input type="checkbox"/> Teacher reflects superficially or inaccurately on lesson's effectiveness. Teacher seldom participates in professional development activities.
12. Collaborates with other stakeholders to improve student learning.			
<input type="checkbox"/> Teacher interacts frequently with educational specialists and colleagues. Teacher integrates other subject disciplines into the lesson. Teacher initiates regular communication lines with parents.	<input type="checkbox"/> Teacher interacts with educational specialists and colleagues. Teacher extends the lesson to include other subject disciplines. Teacher maintains communication lines with parents.	<input type="checkbox"/> Teacher interacts occasionally with educational specialists and colleagues. Teacher sometimes extends the lesson to include other subject disciplines. Teacher has some communication with parents.	<input type="checkbox"/> Teacher rarely interacts with educational specialists and colleagues. Teacher does not extend the lesson to include other subject disciplines. Teacher does not communicate with parents.

I. BASIC GUIDELINES

- A. You must have a lesson plan for every lesson you teach.
- B. Lesson plans must be provided to cooperating teacher for review at least 48 hours in advance of planned instruction.
- C. Student teachers must provide lesson plans to supervisors at least 48 hours in advance of planned visit.

II. THE PLAN

- A. **UNIT:** Identify the unit from which the lesson comes.
- B. **STUDENTS:** Identify lesson audience with student grade and academic level.
- C. **ESSENTIAL QUESTION (S):** Write down the essential question or questions from the unit plan that will be explored in the lesson. Be ready to explain how the EQ guides the lesson.
- D. **OBJECTIVES:** Start by writing down your anticipated objective(s). Identify what students will know and be able to do as a result of your instruction. Take time to decide on the **action** verb that identifies the behavior or learning, that is the specific thing the student will be able to do or demonstrate as a result of the lesson. Once you have identified the verb, complete the sentence.

Remember that objectives are written to indicate what the student—rather than the teacher—will know and be able to do. Hence, “Go over homework” is not an appropriate objective. Your goal should indicate specifically what you intend students to learn as a result of engaging in this activity.

- E. **LANGUAGE OBJECTIVES:** Include language objectives you will teach to for everyone, but with a special consideration for English language learners.
- F. **INSTRUCTIONAL PROCEDURES:** Procedures spell out what is going to happen in a lesson.
 - 1. Most lessons will begin with an introduction and will include a body and a closure.
 - 2. In spelling out procedures, include both what you and the student will be doing. You don't need to write a word-for-word script.
 - 3. Provide an estimate of how long you anticipate a particular activity will take.
 - 4. When drafting your instructional procedures, include items such as:
 - a. Attention-getter that you might use at the start of the lesson
 - b. A listing of all questions you might ask in the lesson
 - c. Directions you might give to your students for an activity
 - d. A highly detailed outline of any lecture/discussion cycles or presentation you might make
 - e. Checks for understanding at key points throughout the lesson
 - f. Activity handouts, including directions for a cooperative learning activity, problem sets, laboratory guidelines, or guided practice
 - g. Models of transparencies you intend to use
 - h. Printout of PowerPoint note slides
 - i. URL addresses for web sites you might visit
 - j. Brief descriptions of media you intend to use and explanation of what students will do while they are viewing a video clip or film excerpt
 - k. Guide questions for a whole-group discussion or literature circles

- l. Pre-reading, reading, and post-reading strategies
- m. Explanation of how you will bring closure to the lesson

Note: This list is not intended to be exhaustive but rather to serve as an example of the sorts of items you must include in your plan.

- H. STRATEGIES FOR DIVERSE LEARNERS: Be certain that strategies used for diverse learners are clearly identified. Include accommodations listed in PDE Chapter 15 Section 504 plans, strategies developed for ESOL students, specially-designed instruction listed in IEPs, and strategies used to meet the needs of other diverse learners. Note: It is critical that you have access to pertinent teachers such as the ESOL teacher and the special education teacher.
- I. EVALUATION PROCEDURES: This section establishes how you will know to what extent students met your objectives.
 - a. Every lesson must include some opportunities for formative assessment such as exit slips, responses to discussion questions, guided practice, and quick writes. Identify those opportunities in your plan.
 - b. Include plans for summative evaluation that will occur later such as a quiz, unit test, paper, or project
- J. SELF-ANALYSIS OF LESSONS: (Written out as rough notes after each lesson) Identify what students learned in your lesson and what evidence you have to document this learning. If you have some written work from students, use this as data. The key issues are:
 - 1. Which students reached which objectives? Make sure you address all students including students with disabilities and English language learners.
 - 2. How do you know you reached or did not reach objectives?
 - 3. What in the teaching helped students to reach the objective(s)? What hindered some students?
 - 4. Given the opportunity to teach the lesson again, what would you do differently?
 - 5. Other thoughts?

III. EVALUATION OF LESSON PLANS

- A. The Mechanical Aspect: Consider the following criteria that your professors will use to evaluate your lesson plan.
 - 1. The quality of the objective(s)
 - a. Do I use appropriate action verb(s)?
 - b. Do I know what the students will be able to do once the lesson is over?
 - c. Do I include all salient objectives for the plan?
 - 2. Sufficient detail in instructional procedures
 - 3. Alignment or match between objective, procedures and evaluation. (Reread every lesson to make sure this quality is present.)
 - 4. Consideration of **all** learners
 - 5. How effectively the lesson helps students work with the essential question (s)
- B. The Design Aspect: There is an artfulness to the construction of lesson plans. This can be seen in the design of elegant activities, how your plan teaches to big ideas, how thoughtfully you address the needs of all students. This artfulness suggests a more subjective criteria for assessing plans.

A Final Note: Lesson plans should not serve as a strait jacket. You will have objective(s) to guide your lesson, but if something happens in the classroom spontaneously in alignment with your objective(s), do pursue the teachable moment.

I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. Essential Questions: Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards/Eligible Content

V. General Objectives: Referred to as **concepts** on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. Behavioral Objectives: Referred to as **competencies** on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. Vocabulary: Tier 3; words and language specific to the content area

IX. Instructional Procedures:

- A. Introduction
- B. Motivation
- C. Development
 - a. What does the teacher do?
 - b. What do the students do?
 - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners
- E. Summary and Closure
- F. Assignment

X. Assessment:

- A. Formative
 - a. Describe the student products or performances you will look at and how they will be evaluated.
 - b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

XI. Reflection & Self-Evaluation:

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

XII. Suggested Instructional Strategies – What instructional practices or strategies will be used?

- W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?
- H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
- E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
- R:** How will you cause students to reflect, revisit, revise, and rethink?
- E:** How will students express their understandings and engage in meaningful self-evaluation?
- T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?



Education Department: Stage 4
Weekly Student Teaching Observation Report

Refer to Teaching Competencies Rubric for descriptions.

STUDENT TEACHER _____
DATE & TIME _____
LESSON BEING OBSERVED _____
OBSERVER _____

Rating Scale: DISTINGUISHED / 3		PROFICIENT / 2	BASIC / 1	UNSATISFACTORY / 0
ADDRESS THE COMPETENCIES THAT APPLY		RATING	SUPPORTING EVIDENCE	
1. Provides meaningful learning opportunities that are developmentally appropriate. * (PDE A,C)				
2. Fosters student achievement among diverse learners in an inclusive setting. (PDE F)				
3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning. (PDE B,E)				
4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction. (PDE C,E)				
5. Adheres to college, district, and state guidelines for professional practice. (PDE D)				
6. Demonstrates stamina, maturity, and self-control. (PDE D)				
7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson. (PDE A)				
8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective. (PDE C,F)				
9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals. (PDE A)				
10. Utilizes appropriate formative and summative assessment devices. (PDE E)				
11. Reflects on prior practice and educational research to enhance teaching and learning. (PDE B,C)				
12. Collaborates with other stakeholders to improve student learning. (PDE D)				

* PDE Field Experience Competencies

Commendations:

Recommendations:

To the Employing School Official: The following appraisal represents the opinion of a professional individual who has supervised the candidate in student teaching, or who has instructed the individual in professional courses.

Name of Candidate: _____

Check appropriate. (Refer to Teaching Competencies Rubric for descriptions.)	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
1. Provides meaningful learning opportunities that are developmentally appropriate. * (PDE A,C)				
2. Fosters student achievement among diverse learners in an inclusive setting. (PDE F)				
3. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning. (PDE B,E)				
4. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction. (PDE C,E)				
5. Adheres to college, district, and state guidelines for professional practice. (PDE D)				
6. Demonstrates stamina, maturity, and self-control. (PDE D)				
7. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson. (PDE A)				
8. Encourages critical thinking, problem solving, and performance skills by using a variety of instructional strategies to meet the objective. (PDE C,F)				
9. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals. (PDE A)				
10. Utilizes appropriate formative and summative assessment devices. (PDE E)				
11. Reflects on prior practice and educational research to enhance teaching and learning. (PDE B,C)				
12. Collaborates with other stakeholders to improve student learning. (PDE D)				

*PDE Field Experience competencies.

See attached descriptive recommendation.

Cooperating Teacher's Signature _____ School _____

Printed Name _____ Grade _____ Date _____

This form will be used to document concerns reported to the Education Department during any field experience. Copies of this report will be given to the student, involved professors, supervisors and authorized school personnel. A copy will be placed in the student file in the Education Department.

Student's Name: _____ Date of Report: _____

Course: _____ Placement: _____

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

RECOMMENDATIONS:

OUTCOME:

Education Department Personnel's Signature: _____

STUDENT'S RESPONSE:

Student's Signature: _____ Date: _____

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name	First	Middle
-------------------------------	-------	--------

Subject(s) Taught	Grade Level
-------------------	-------------

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |
- (Including IEP's)

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name	First	Middle
-------------------------------	-------	--------

Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Visual Technology_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Resources/Materials/Technology/Space_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews_____ | <input type="checkbox"/> Other_____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name	First	Middle
-------------------------------	-------	--------

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations _____
<input type="checkbox"/> Informal Observations/Visits _____
<input type="checkbox"/> Assessment Materials _____
<input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Student Assignment Sheets _____
<input type="checkbox"/> Student Work _____
<input type="checkbox"/> Instructional Resources/Materials/Technology _____
<input type="checkbox"/> Other _____ |
|--|--|

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name	First	Middle
-------------------------------	-------	--------

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Student Assignment Sheets_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Student Work_____ |
| <input type="checkbox"/> Assessment Materials_____ | <input type="checkbox"/> Instructional Resources/Materials/Technology_____ |
| <input type="checkbox"/> Student Teacher Interviews_____ | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Written Documentation_____ | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Justification for Evaluation

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

Justification for Overall Rating:

Student Teacher/Candidate's Last Name First Middle

District/IU School Interview/Conference Date

School Year: _____ Term: _____

Required Signatures:

Supervisor/Evaluator: _____

Date: _____

Student/Teacher

Candidate: _____

Date: _____

(Confidential Document)