



MORAVIAN
COLLEGE

STAGES
1-4

DEPARTMENT OF EDUCATION

EARLY CHILDHOOD SPECIAL
EDUCATION

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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/

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Director of Field Experiences



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**

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) ☐ 130 ☐ 160 ☐ 210/211 ☐ 158.2
 SECTION(S) ☐ A ☐ B ☐ 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: _____



EARLY CHILDHOOD PRE-STUDENT TEACHING



THE EARLY CHILDHOOD PARTS 1&2 STAGE 3 PRE-STUDENT TEACHING PROGRAM

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

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

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

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 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.

As a cooperating teacher for a pre-student teacher, you assist, in collaboration with the college supervisors, to determine if the pre-service teacher is ready for the final stage of Moravian College's teacher preparation process, student teaching. During the Stage 3 experience, pre-service teachers are expected to fully participate in daily classroom activities as well as prepare and present lessons using appropriate instructional materials and techniques. The integrated use of technology to support academic standards is stressed in all the education courses. To ensure clarity of purpose and expectations pre-service teachers are directed to share the information presented in this handbook and the course(s) syllabus(i) with you. 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 including but not limited to record keeping, classroom management, IEP's and Section 504 Plans.
4. Review and initial the pre-service teacher's lesson plans and provide constructive suggestions before and after the lessons.
5. Demonstrate the integration of technology in the curriculum.
6. Collaborate with the college supervisors in evaluating the strengths and needs of the pre-student teacher.
7. 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. If you have any problems or concerns, please contact the Director of Field Experiences immediately at the office or at home.

2. ROLES AND RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

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

3. ROLES AND RESPONSIBILITIES OF THE EARLY CHILDHOOD STAGE 3 PRE-STUDENT TEACHER

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

1) The pre-service teacher will become familiar with:

- a. Classroom curriculum materials.
- b. The cooperating teacher's philosophy of teaching.
- c. Classroom record keeping system.
- d. Classroom management techniques.
- e. Provisions for differentiated instruction.
- f. Classroom support services.
- g. Methods of assessment.
- h. Integration of technology in the curriculum to support academic standards.

- 2) The pre-service teacher will assist the classroom teacher with classroom activities.
- 3) The pre-service teacher will work with individual students or small groups.
- 4) The pre-service teacher will plan, prepare, and teach a minimum of two lessons in appropriate content areas for whole group instruction.

Each lesson plan must be reviewed and initialed by the cooperating teacher at least 48 hours prior to teaching the lesson. Lesson plans must be available for review by the visiting College supervisors at all times.

- 5) The pre-service teacher will design and develop all of the following teaching materials to support either a lesson or other experiences:
 - a. Learning game(s)
 - b. Assessment tools
 - c. One of the following teaching aids: a trifold, interactive bulletin board or learning center
- 6) The pre-service teacher will have a "working" portfolio in the classroom where the supervisors can see the lesson planning, etc.
- 7) The pre-service teacher will teach two strategy lessons from **Comprehension and Vocabulary Strategies** textbook.
- 8) The pre-service teacher will:
 - a. Attend the field experience at all agreed-upon times for a minimum of seventy-five hours.
 - b. Send a letter of introduction to his/her cooperating teacher prior to starting the experience.
 - c. Be punctual. Lateness is unprofessional behavior and will be viewed as an unexcused absence.
 - d. Present lesson plans for the cooperating teacher to initial and approve at least 48 hours before the lessons are taught. Pre-service teachers failing to meet this guideline will not teach their lessons.
 - e. Complete the attendance sheet on a daily basis. The attendance sheet should be in the possession of the cooperating teacher throughout the experience.
 - f. Contact the cooperating teacher, supervisor, 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 and/or supervisor 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 and supervisor. Pre-service teachers are required to make up any time missed. **Appropriate documentation is required for all absences. An unexcused absence will result in a failing grade.**
 - g. Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
 - h. Demonstrate professional attitude and behavior at all times.
 - i. Follow the Moravian College Field Experience Guidelines for Dress and Conduct.
 - j. Address all personnel with the appropriate title and surname.
 - k. Follow school procedures for signing in/out, parking, wearing visitor badges, etc.
 - l. Introduce yourself to the principal, secretaries, custodians and other support staff.

- m. Discuss the pre-student teaching requirements with the cooperating teacher during the first week of the experience.
- n. Email all of your college supervisors and the Director of Field Experiences two days in advance of any changes in your schedule.
- o. Use email addresses and voice messages that are professional in nature.

4. EVALUATION

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

A. 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 should be shared with the pre-service teacher prior to sending it to the Director of Field Experiences. The final evaluation and attendance sheet should be signed and dated by both the cooperating teacher and the pre-service teacher and emailed to the Director of Field Experiences by the date indicated in the initial communication.

B. Portfolio Evaluation Stage 3, Part 1 (Education 358.2)

The portfolio must be written via word processing and must contain the following components:

1) Complete two lesson plans in the content areas, one in science and the other in social studies.

- a. Minimum of two teaching experiences.
- b. Each lesson plan must include a self-evaluation.
- c. 2 to 3 copies of student work samples for each of your lessons.
- d. Prepared materials.
- e. Pictures (check with the principal concerning school policy).

2) Additional materials and pictures to support the experience.

3) Two Total Participation Techniques lesson plans and descriptions:

a. Complete lesson plans using any content and including TPT in each

b. Descriptors for Total Participation Techniques:

- 1. Rationale for using it.
- 2. How it works.
- 3. How it ensures Higher Order Thinking.
- 4. In your reflection highlight how the TPT worked.
- 5. Pictures.
- 6. References.

- 4) **A final reflective essay comparing your stage 3 pre-student teaching experience to what you have learned about teaching in your methods classes (2 to 3 pages). You must discuss how the theory you learned in class translates into the practice you experienced in the early childhood education classroom.**

Your grade will be determined by:

Cooperating teacher's/supervisors' evaluations 40 points

Portfolio evaluation 60 points

B. Portfolio Evaluation Stage 3, Part 2 (Education 359.2)

The portfolio must be written via word processing and must contain the following components:

1) Complete content area lesson plans.

- a. Minimum of two teaching experiences, math and literacy.
- b. Each lesson plan must include a self-evaluation.
- c. Each lesson must have your cooperating teacher's signature that she/he saw your lesson plan 48 hours in advance of teaching it.
- d. 2 to 3 copies of student work samples for each of your lessons.
- e. Prepared materials.
- f. Pictures (check with the principal concerning school policy).
- g. Cooperating teacher's **assessment** of plans and lesson

2) Additional materials and pictures to support the experience.

3) Comprehension and Vocabulary Strategies lesson plans:

- a. Minimum of two teaching experiences different than the content area lessons
- b. Use a different strategy imbedded in each of the two lessons
- c. Follow the guidelines from Content area lesson plan requirements

- 4) **Develop teaching materials to support three self-designed experiences for the students** with a description of **pictures, purpose, how to** and **overall results**. They are a learning game, an assessment, and one other interactive experience. These should be connected to some content area that is being taught to your students.

- 5) **A final reflective essay comparing your stage 3 pre-student teaching experience to what you have learned about teaching in your methods classes (2 to 3 pages). You must discuss how the theory you learned in class translates into the practice you experienced in the early childhood. How did you apply your method courses to your real teaching? Be very clear with the connections.**

Your grade will be determined by:

Cooperating teacher's/supervisors' evaluations 40 points

Portfolio evaluation 60 points



ASSESSMENT FOR EARLY CHILDHOOD

STAGE 3 PART 1 FIELD EXPERIENCE

Pre-service teacher: _____ Date: _____
School: _____ Grade _____ Level: _____
Cooperating Teacher: _____

Presentation and overall organization / 5

Two lesson plans in content area that represent method courses for that semester.

1. Science content area lesson plan (WHERE TO, student samples (3), self-evaluation, pictures, cooperating teacher's assessment, verification that cooperating teacher saw lesson plan 48 hours prior to the teaching) / 12
2. Social Studies content area lesson plan (WHERE TO, student samples (3), self-evaluation, pictures, cooperating teacher's assessment, verification that cooperating teacher saw lesson plan 48 hours prior to the teaching) / 12

Two lesson plans with special focus on **"Total Participation Techniques"**

Develop two complete lesson plans which describe a TPT used in each lesson include pictures, etc. Use same format as described in Evaluation, Part B. # 3 total Participation Technique Descriptions / 14

Additional pictures of teaching materials to support experience with a description of **purpose, how to and overall results**..... / 12

- 1) Learning Game (4)
- 2) Assessment Tool..... (4)
- 3) One of the following..... (4)
 - a. Interactive Bulletin Board
 - b. Learning Center
 - c. Trifold

Final reflective essay..... / 5

| | |
|--|--------------|
| Portfolio Total | / 60 |
| Cooperating Teacher/Supervisor Evaluation | / 40 |
| Total for Experience | / 100 |

- ☐ Pre-service teacher is prepared for the next pre-student teaching experience.
- ☐ Pre-service teacher needs additional, successful field experience to develop ~~his~~ **her** full potential.



ASSESSMENT FOR EARLY CHILDHOOD **STAGE 3 PART 2** FIELD EXPERIENCE

Pre-service teacher: _____ Date: _____

School: _____ Grade Level: _____

Cooperating Teacher: _____

Presentation and overall organization..... / 5

Two lesson plans in content area that represent method courses for that semester.

Math content area lesson plan (WHERE TO, student samples (3), self-evaluation, pictures, cooperating teacher's assessment, verification that cooperating teacher saw lesson plan 48 hours prior to the teaching) /12

Literacy content area lesson plan (WHERE TO, student samples (3), self-evaluation, pictures, cooperating teacher's assessment, verification that cooperating teacher saw lesson plan 48 hours prior to the teaching) /12

Two lesson plans with special focus on “**Comprehension and Vocabulary Strategies**”

Develop two complete lesson plans which describe a different strategy used in each lesson include pictures, etc..... /14

Additional pictures of teaching materials to support experience with a description of **purpose, how to and overall results** /12

- 1) Learning Game(4)
- 2) Assessment Tool.....(4)
- 3) One of the following(4)
 - a. Interactive Bulletin Board
 - b. Learning Center
 - c. Trifold

Final reflective essay..... / 5

Portfolio Total / 60

Cooperating Teacher/Supervisor Evaluation / 40

Total for Experience / 100

- ☐ **Student is prepared for student teaching.**
- ☐ **Student needs additional, successful field experience to develop his/her full potential.**

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 |
|------------------------------------|--------|-----|---------|-----|-----------|-----|----------|--------------------|--------|-----|---------------|------------------|
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| 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: _____



EARLY CHILDHOOD 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 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 studentteaching 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 / 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 EARLY CHILDHOOD STAGE 4 STUDENT TEACHER

Your role as a student teacher will be both challenging and rewarding. You are not yet a professional teacher, but will be expected to conduct yourself as if you were. You will be expected to take control of the learning of a group of children, but to remember as well that you are a short-term guest in another teacher's classroom. You will be expected to be assertive and innovative, yet flexible and receptive to criticism. You will be expected to be yourself, a developing professional, while conforming to the rules of your host classroom. The guidelines given below have been suggested by previous student teachers. Much of what is said is common sense; some of it is not as common. Read it all very carefully, and then ask your supervisor any questions you might have. The purpose of student teaching is to help you develop into a competent professional. We will assist you in any way that we can. This handbook cannot anticipate all of your questions, so please ask.

A. Prepare Yourself

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

- **When does it start?**

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

- **Introductions**

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

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

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

B. School Policies and Procedures

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

- **Dress**

It is important to make a positive initial impression on your cooperating teacher, students, and principal. The Moravian College Education Department has a written dress code that was developed to help maintain professional appearance. The dress code must be followed at all times. A copy of the code is in the Common Policies section of this handbook.

- **Parking**

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

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

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

- **Coffee Fund**

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

- **Playground Rules**

You will be expected to participate in all facets of the teachers' day, including recess and lunch supervision, where these exist. Ask what the rules of acceptable behavior are, and hold students to them.

- **Supply Room**

Some student teachers have spent inordinate amounts of money on materials because they were not aware of supply rooms. Find out which materials are already available, and which materials you are welcome to use.

- **Parent-Teacher Conferences**

These will typically be handled by your cooperating teacher, but you are expected to be present and contribute what you can.

- **Technology**

Make full use of whatever hardware and software you have available to you. Try to incorporate the use of technology into some of your lessons. If you have access to the Internet in your classroom, it is imperative that you use it.

- **Support Personnel**

Ask about support personnel (nurse, counselor, psychologist, speech therapist) and their schedules. Although you probably will not have occasion to use them, this is important information to have.

- **Specialists**

Ask about special teachers (reading, music, art, etc.). If a special teacher is scheduled to come into your room at a certain time, be prepared for him/her. If a student is due to see a reading teacher or speech teacher, see that the student makes the appointment on time. During your first two weeks you should observe your class in each specialty area (art, music, physical education) at least one time.

- **Medical Histories**

Find out if any of your children have medical issues and if so, the procedures for handling emergencies.

- **Legal Concerns**

Find out if there are legal concerns for any of your children, for example: custody issues, protection orders, IEPs, and Section 504 plans. Make sure you know the procedures to follow

for all cases. You 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.

- **Fire Drills**

Find out the warning signal for fire drills, the proper exit for your classroom, and the manner in which the children and you are to leave the building.

- **Lock Downs**

Find out the procedures for lock downs, including any safety precautions you need to take.

C. Teaching Schedule

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

First two days: observation and participation.

By day three you should start taking individual lessons.

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

By the end of the third week you should have the equivalent of a halftime responsibility.

Within the fifth week you should have assumed full responsibility.

During the sixth and seventh weeks the classroom responsibilities should be totally yours. This does not, of course, preclude team teaching between you and your cooperating teacher. The planning and organizational responsibilities, however, should be yours.

D. Housekeeping

Housekeeping comprises an important part of a teacher's responsibility. It involves keeping bulletin boards attractive and current with students' work, keeping bookshelves and supply closets neat, cleaning blackboards and floors at the end of the day, straightening learning centers, aligning window shades, taking daily attendance, milk money, etc. Follow your cooperating teacher's lead and be sensitive to the housekeeping chores which must be done. Be assertive in asking to take on these responsibilities.

E. Professionalism

Watch what you say and how you conduct yourself in your classroom, in the corridors, and in the teachers' lounge. 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. Tell them to take the problem to the person in question. Do not criticize your cooperating teacher, other teachers or fellow student teachers in the teachers' lounge. Do not hesitate to ask about things that puzzle you or to contribute your own ideas and suggestions, but do so respectfully and with regard to the views of others. Do not talk about the needs of specific students in the teachers' lounge. This is a breach of the student's right to confidentiality. Although you will undoubtedly hear it, do not engage in this type of conversation. Use the teachers' lounge to get to know your colleagues and to develop positive relationships with them.

F. Confidentiality

According to the Pennsylvania Code of Professional Practice and Conduct for Educators, "Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law." Keep this in mind when dealing with student academic, health, and personal records.

G. Preparation and Planning

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

H. Discipline

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

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

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

I. Student Evaluation

Responsible feedback is important to student learning. Read and comment on, or evaluate, all work that your students do. Do not give an assignment and simply throw the papers away. Return work as quickly as possible. No paper should be held more than a few days. Evaluation tools should be designed using a computer. Make sure copies are neat and legible. Construct tests that are fair and purposeful. The purpose of testing is to determine if your objectives have been achieved; it is not to trick students, or to categorize them. You can increase the validity of your test by developing it before you teach the lesson rather than the night before the test is to be given. Test papers should be returned the next day, and reviewed with your students.

J. Evaluation of Your Performance

- **The Cooperating Teacher**

The primary role of the cooperating teacher is to assist you in your professional development. You should receive informal feedback on a daily basis, and formal feedback on your observation record on at least a weekly basis. If you are not receiving the feedback you feel you need, ask your cooperating teacher to provide it. Sometimes it is helpful for both the cooperating teacher and the student teacher to keep a reflective journal. Writing back and forth may open up the lines of communication that may otherwise seem blocked. If that doesn't work speak with your supervisor.

- **The College Supervisors**

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

- **Evaluation and Self-Evaluation**

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

- **Video Recording**

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

- **The Evaluation Forms**

Your cooperating teacher will complete a weekly observation form which will be copied electronically to you and your College supervisors. These observations are for your information, and will not be placed in your placement file. In the last week of each experience your cooperating teacher will complete a final comprehensive evaluation form. Your College supervisors will also complete one of these evaluation forms. In addition your College supervisors will complete the PDE 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice. These evaluations will be placed in your placement file. Copies of evaluation forms are in this handbook. Any comments in the evaluation forms which you feel are unfair or not representative of your work should be reviewed at this time. If the evaluator chooses to stand on his/her judgment, you have a right to appeal to the Teacher Education Committee through the Department Chair. You have a right to attend the appeal. The cooperating teacher and supervisors will be notified of the appeal and given the option of attending. The Committee can decide to delete the evaluation completely, or retain it as written.



ROLES AND RESPONSIBILITIES OF THE EARLY CHILDHOOD COOPERATING TEACHER

As a cooperating teacher, you share in the final stages of the teacher preparation process at Moravian College. It is through your competence, professionalism, and sensitivity that our student teachers are introduced to the "real world" of teaching. The student teachers are ready to synthesize their studies with all their talents and energies in the process of teaching children. Moravian asks that you accept only the best from its student teachers and that you do this in an atmosphere of gentleness and support.

A. Pennsylvania Standards for Program Approval and Teacher Certification

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

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

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

B. Setting the Stage

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

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

C. Teaching Schedule

You may assume that your student teacher has come prepared to work. Although the schedule will vary according to the student's preparedness and your judgment and preferences, the following is a rough estimate:

First two days: observation and participation. Try to structure the student teacher's observations by having him/her concentrate on specific topics such as:

1. Motivation techniques
2. Establishing clear learning objectives
3. Appropriate learning tasks
4. Approaches to use in developing learner confidence

5. Giving rewards and feedback
6. Provisions for sequential practice
7. Teaching for transfer
8. Lesson introductions
9. Lesson closures
10. Classroom management techniques
11. Questioning techniques
12. Giving directions and assignments
13. Planning teaching-learning strategies in each curriculum area
14. Integrating curriculum areas
15. Planning independent work
16. Alternative teaching strategies
17. Provisions for individual differences
18. Management of multiple groups
19. Handling of classroom conditions: lighting, seating, and ventilation
20. Student assessments including test construction
21. Self-evaluation of teaching
22. Using and extending curriculum materials
23. Using technology
24. Encouraging student participation
25. Working with building supervisors and specialists
26. Creating effective instructional aids and display areas
27. Homework assignments
28. Differences between large and small group instruction.

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

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

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

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

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

D. Preparation and Planning

All student teachers have had experience writing lesson plans and are expected to write detailed lesson plans during student teaching. Lesson plans must be presented 48 hours prior to teaching the lesson. Student teachers may not teach the lesson if this requirement has not been met. The plans must be word processed. Please make comments right on the plans, initial, and date so the College supervisors know you have had input.

When student teachers have half the teaching responsibility, they may switch to block plans with the consent of the cooperating teacher and the College supervisor, the cooperating teacher

should continue to initial and date these plans for the College supervisor. If a student teacher has moved to block plans and is teaching a new subject, she/he must write a minimum of two long plans for each new subject.

E. Classroom Management

The monitoring of student behavior—the "discipline issue—is often a source of anxiety for beginning student teachers. Classroom management should be considered as much a part of the student teacher's planning responsibility as subject content and method, something that requires an analysis of the personal and group dynamics of each class for which the student teacher is responsible. Time is spent in student teaching seminars considering various ways of analyzing and resolving behavior problems, but you are in the best position to see how these general propositions apply in the specific circumstances of your school. Since you have already established certain norms and procedures for your students, be sure that the student teacher knows what they are and uses them as a framework for his or her decisions. As incidents arise, help the student teacher analyze the situation, determine his/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.

F. The Student Teacher's Non-Teaching Responsibilities

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

G. Supervising and Evaluating Student Teachers

Like the induction year, we can view the student teaching experience as one more stage in this future teacher's development. This is the context in which supervision should be viewed. All 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. It is most helpful if you provide daily informal feedback in either written or verbal form. Having an established time and mechanism for this is essential.

A cooperating teacher has much to contribute to one of the main objectives of student teaching—helping the prospective teacher begin to develop a personal teaching style. This requires striking a balance between your own experience, professional judgment, and knowledge of your students, and the need for a student teacher to explore different ideas and techniques. Try to introduce your student teacher to a variety of methods and materials and, within limits, encourage the student teacher to be imaginative as he or she begins to gain confidence.

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

he or she had hoped for. It is hoped that you and the student teacher will have time to discuss teaching in both a theoretical and practical sense.

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

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

H. Troubleshooting

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



ROLES AND RESPONSIBILITIES OF THE COLLEGE SUPERVISORS

The role of the College supervisors will be to support the student teacher's performance in the schools. To this end, the supervisors will formally observe a minimum of four lessons during each experience. The student teacher will select the first three lessons to be observed. During the third observation, a supervisor may also record the lesson. There will be conferences after most visits. Although possibly arranged with the cooperating teacher, the fourth observation will be unannounced. As part of the process for state certification, PDE Form 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practices, will be used as an evaluation tool by the College supervisors at least two times over the course of the semester. If any problems or concerns should develop, please the Director of Field Experiences immediately.

EVALUATION OF THE EARLY CHILDHOOD STAGE 4 STUDENT TEACHER

Evaluation of student teachers has two primary purposes. The first is developmental, to help the student teacher become increasingly effective by reinforcing evident strengths and working to overcome initial weaknesses. The second is more explicitly judgmental; to assess the certification candidate's potential for future success in teaching. Balancing these two, sometimes conflicting purposes, is a complex and subtle task, one requiring the cooperation and attention of College supervisors, cooperating teachers, and the student teacher. Although experienced teachers would probably agree that the competencies and characteristics listed on the following pages are consistent with effective teaching, no attempt is made here to digest the research on teaching and reduce it to a comprehensive, unambiguous, and universally agreed upon list of characteristics. The list is simply intended to provide a framework for evaluation with the understanding that any such framework will need to be adjusted to the circumstances of particular schools and particular student teachers. Those involved in a given student teaching assignment should work together to reach an understanding of how these common dimensions apply in the special circumstances of the assignment.

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

A. Professional Competencies to be Developed and Evaluated

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

- A. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.
- B. The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career, and personal development.
- C. The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.
- D. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving, and performance skills.
- E. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- F. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.

- G. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- H. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- I. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
- J. The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

B. Final Evaluation

Toward the end of the student teaching experience, the College will send the cooperating teacher a form electronically to be completed as the final evaluation of the student teacher's work. A sample of this form is included in this handbook. College supervisors will also be asked to complete a written evaluation of the student teacher. Since this evaluation will be included as part of the student teacher's placement file exactly as it is received from the cooperating teacher and College supervisors, we ask that you word process the document so it can be photocopied for prospective employers who will utilize your evaluation in their decision making process. It is Moravian 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 the evaluation with the student teacher to resolve any questions and differences.

C. Certification Recommendations

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

Final determination of the grade rests with the 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 a failing grade 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 teacher 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 teacher 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 teacher 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. 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 |
| 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)(f)(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"/> Resources/Materials/Technology _____ <input type="checkbox"/> Assessment Materials _____ <input type="checkbox"/> Information About Students _____ (Including IEP's) | <input type="checkbox"/> Student Teacher Interviews _____ <input type="checkbox"/> Classroom Observations _____ <input type="checkbox"/> Resource Documents _____ <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 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)(j)(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)(j)(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"/> 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/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 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)(f)(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"/> Informal Observations/Visits _____ <input type="checkbox"/> Assessment Materials _____ <input type="checkbox"/> Student Teacher Interviews _____ <input type="checkbox"/> Written Documentation _____ | <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

| 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)