

Welcome to ED 400 Field Experience IV: Pre-Student Teaching

Pre-Student teaching is a special time in every beginning teacher's career path. The main purpose of pre-student teaching is to prepare for the next semester's full 14-week immersion into the student teaching experience. This course provides orientation and field hours that will thoroughly prepare the teacher candidate for student teaching.

I. OBJECTIVES

The objectives of the Pre-student teaching experience are to:

- A. Provide the pre-student teacher with the opportunity to become familiar with:
 - 1. the cooperating teacher(s), administrators, and other staff members.
 - 2. the content, methods, and techniques of instruction and assessment in a particular school.
 - 3. the students in the classes the teacher candidate will be teaching in his or her assigned school.
 - 4. the developmental characteristics specific to the students at the observed/assigned grade level(s).
 - 5. the learning resources available at the assigned school.
 - 6. the specific policies, procedures, and philosophy of the school and district in reference to teaching materials, student rights and responsibilities, teacher rights and responsibilities, classroom management, instructional and non-instructional assignments, and appropriate professional dress and behavior.
 - 7. The development of an electronic portfolio that will showcase each pre-student teacher's skills to potential employers, certification officers, and the Pennsylvania Department of Education.
- B. Provide the opportunity to establish a working relationship between the cooperating teacher(s) and the pre-student teacher.
- C. Provide the pre-student teacher with the opportunity to observe the modeling of methods, skills, attitudes, manners, and language used by the cooperating teacher.
- D. Provide the opportunity for the pre-student teacher to engage in planning instruction and formulating ideas with the cooperating teacher for the orientation semester and student teaching semester that will follow.
- E. Provide the opportunity for the pre-student teacher to plan instructional activities and lessons, work with students, and **teach a minimum of four lessons** during the semester. (Two (2) lessons will be observed by the cooperating teacher(s), and two (2) lessons will be observed by the college supervisor.)
- F. Provide the opportunity for the pre-student teacher to engage in reflective thinking on various aspects of the teaching profession and to assess, evaluate, and improve in any area of concern prior to the actual student teaching semester.

Course Prerequisites & Recommendations:

Students should have completed the following courses prior to enrolling in ED 400: PY 115, ED 100, ED 101/207, ED 205, and one teaching methods course. Students must have passed the PAPA/PECT for their certification level(s) and have a 3.0 overall QPA. Students must have a valid tubercular check plus Act 151, Act 34, Act 31 and FBI clearances prior to the start of the semester. It is also required that students obtain liability insurance via Student Pennsylvania State Educator Association, the Christian Educators Association International, or through a rider policy on homeowner's insurance. Note: In order to become a certified teacher in Pennsylvania after completing ED 410 next semester, all student teachers must be citizens of the United States or must possess a permanent immigrant visa and must complete a notarized form declaring intent to become a United States citizen.

II. PRE-STUDENT TEACHING SEMESTER SCHEDULE

The pre-student teacher will meet with the cooperating teacher at the school site at least one full day each week during the semester. The pre-student teacher and the cooperating teacher shall mutually agree upon the day of the week. *Each pre-student teacher should arrive in the morning at the teacher report time and not leave until after the students have left for the day, ideally the assigned teacher departure time.* Pre-student teachers are required to be at their buildings once per week, every week of the semester. *Any absence due to illness or other emergency must be communicated to the cooperating teacher and approved by the college supervisor and Mrs. Krall prior to the beginning of the school day.* Any day missed must be made up. Any other weekly attendance issues should be discussed or approved through the college supervisor.

The semester visitations can begin on the first day of the semester and end on the last regular day of class before finals. The pre-student teacher shall follow the school district's calendar within the college calendar. The specific date for movement to another level each semester is indicated on the calendar on the back of the title page of this handbook.

A log of site visits and classroom experiences by the student teacher shall be maintained on the **WEEKLY ATTENDANCE LOG** (pg. 16). The log shall be completed by the pre-student teacher and initialed by the cooperating teacher(s).

III. RESPONSIBILITIES OF THE COOPERATING TEACHER, THE COLLEGE SUPERVISOR, AND THE PRE-STUDENT TEACHER

COOPERATING TEACHER'S RESPONSIBILITIES:

- A. The cooperating teacher will assist the pre-student teacher in:
 1. becoming familiar with the school, the teachers in the department or grade level, the school principal, and the office staff.
 2. gradually moving into early teaching experiences including tutoring, monitoring, and facilitating group activities.
 3. scheduling of times and classes for the teaching of a minimum of four (4) observed lessons per semester (a minimum of two (2) per half semester). The cooperating teacher must approve the pre-student teacher's lesson plan prior to teaching the lesson. The pre-student teacher **may not teach** without having had his or her lesson plan approved by the cooperating teacher.
 4. obtaining information necessary to complete the course binder that pertaining to specifics of the school or school system operation. Students should **not** work on the completion of Binder assignments during regular visitation hours.
 5. arranging for at least three (3) observations by the pre-student teacher of other teachers in the school, at least one of which should be in a special education or inclusive setting.
 6. assist the student teacher in taping 1-2 brief video clips for the professional portfolio.
- B. Cooperating teachers must conduct formal, written observation(s) of the pre-student teacher; two (2) for the entire semester, one (1) per half semester, and document them on the "Lesson Observation Form," included on pages 9 - 10. *Formal observations by the Cooperating Teacher are to be separate from the observations completed by the College Supervisor.* One copy will be retained by the cooperating teacher, one given to the pre-student teacher, and one given to the college supervisor for the pre-student teacher's permanent file. Following the formal observation, an/ evaluation/conference will be held with student teacher to discuss the strengths and needs of the observed teaching activity. The lesson observation form is available online.
- C. Each cooperating teacher shall at the mid-point of the pre-student teaching experience complete the "Mid-Experience Report Form" included on page 11 in this handbook. Cooperating teachers should discuss the report with the college supervisor and should notify the college supervisors of any concerns or issues, at this time, so that the college supervisor and the cooperating teacher can discuss plans for improvement with the pre-student teacher early in the placement.
- D. At the end of the pre-student teaching experience, the cooperating teacher must complete the "Final Evaluation Form" included on page 12. (One copy of the evaluation form will be retained by the cooperating teacher, one given to the student teacher, and one given to the college supervisor to be placed in the student's permanent file.) The cooperating teacher should discuss the evaluation with the pre-student teacher.

- E. The cooperating teacher should consult the college supervisor or the Director of Field Experience, Mrs. Taundra Krall, concerning any questions or problems that arise during the pre-student teaching experience
- F. Since the intent of pre-student teaching is to provide familiarity and readiness to commence a student teaching internship the following semester in the same school with the same cooperating teacher(s), the cooperating teacher(s) must consult as early as possible with the college supervisor or the Director of Field Experience concerning any potential issues that may prevent the pre-student teacher from being able to return to the same classroom the following semester.

COLLEGE SUPERVISOR'S RESPONSIBILITIES:

- A. The college supervisor must conduct at least two (2) formal observations and document them on the "Lesson Observation Form," included on pages 9 – 10. One copy will be given to the cooperating teacher, one to the pre-student teacher, and one retained by the college supervisor to be placed in the student's permanent file. Following the formal observation, an evaluation session/conference will be held with the pre-student teacher and with the cooperating teacher to discuss the strengths and needs of the observed teaching activity and overall progress.
- B. At the mid-point of the student teaching experience, the college supervisor will analyze and discuss the Mid-Experience Report with the cooperating teacher and assign a mid-term grade. Areas of strength and areas for growth will be communicated to the pre-student teacher. If necessary, the college supervisor will consult with the cooperating teacher regarding any needed development plan for the pre-student teacher.
- C. At the end of the pre-student teaching experience, the college supervisor will assign a grade for ED 400 that is based on:
 - 1. input by of the cooperating teacher(s).
 - 2. the quality of the course binder completed and submitted by the student.
 - 3. the attendance of the student at Wednesday night class meetings.
 - 4. the evaluation by the supervisor of course-related experiences.
 - 5. the professionalism and skill development of the Professional Electronic Portfolio.

PRE-STUDENT TEACHER'S RESPONSIBILITIES:

- A. To maintain the high standards of conduct set forth by Saint Vincent College and follow all school, building, and district policies while participating in the pre-student teaching field experience.
- B. To participate at the school site in college-designated and school-designated activities under the direction of the cooperating teacher.
- C. To attend the course orientation and all scheduled campus class meetings on the college campus.
- D. To prepare and teach a minimum of four (4) classroom lessons per semester. (The college supervisor will conduct a formal observation with two (2) of the four (4) lessons. **The student teacher must present all lesson plans to the cooperating teacher prior a minimum of 24 hours in advance of teaching. Lessons taught on Monday must have plans submitted the morning of Friday prior to the Monday teaching.** Student teachers should use the "Lesson Plan Form" referred to on pages 33-35. **The student teacher may not teach without an approved lesson plan.**
- E. To observe a minimum of three (3) classes taught by a teacher other than the cooperating teacher(s), and submit a typed narrative report about each using data collected from the Observation Worksheet on page 25.
- F. To complete the course binder & its requirements on page 13 and the professional electronic portfolio on page 30 described in this handbook. Students should not work on the binder during regular school visitation hours.

Voluntary or Involuntary Dismissal from ED 400 Field Experience IV: Pre-Student Teaching Internship

In the event that a pre-student teacher does not fulfill the requirements for ED 400 for any reason, as initially arranged by Saint Vincent College, the following dismissal procedure will be followed.

1. The pre-student teacher and/or the College Supervisor must notify the Director of Field Placement of the *voluntary or **involuntary dismissal from pre-student teaching. Once notified, the Director of Field Placement will schedule a meeting to discuss the dismissal process. In the event a school district or student contacts the Director of Field Placement or Chairperson before the College Supervisor, a pre-meeting will occur in which the College Supervisor will be made aware of the reason for pending dismissal.
2. Prior to the dismissal meeting, a written request for suspension of pre-student teaching by the pre-student teacher, College Supervisor, or school district, and/or documentation in support of revoking a student's permission to continue in the placement will be required. This request or documentation must contain information that specifies why the pre-student teacher candidate is unable to complete the required field experience assignment. Documentation should include, but is not limited to: cooperating teacher's evaluation(s), formal or informal observation reports, College Supervisor's evaluations and/or plans for improvement, and any additional evidence that supports the grade/performance level at the time of dismissal.
3. Upon receipt of the dismissal request and at the conclusion of the meeting, a "Contract for Reentry to Pre-Student Teaching" will be developed and provided to the candidate.
 - Candidates will be permitted to re-enter pre-student teaching at a later time only if the College Supervisor and Director of Field Placement agree that the candidate can be successful in a second placement. Involuntary dismissed candidates must reenter within (1) year from their last methods course. Voluntarily dismissed candidates must reenter within five (5) years of their last methods course taken at Saint Vincent College.
 - In the event of an involuntary dismissal, the contract for reentry will include an itemized agreement that will designate areas that must improve immediately upon return to pre-student teaching. Dismissed pre-student teacher candidates must sign the reentry contract including the list of areas for improvement in the event that performance issues are in question.
4. In the event that a reentry contract and/or improvement itemized agreement are not followed during the second placement, the College Supervisor will notify the pre-student teaching candidate that the agreement has been violated and will inform the Director of Field Placement. A warning meeting will occur as a result of the violation. In the event that the candidate continues to not adhere or improve as specified, he/she will be dismissed permanently and will have no privileges to return.
5. Since candidates will only be given **one (1)** additional opportunity to return to pre-student teaching, the semester selected for the reentry to the field experience should be chosen carefully. Candidates should also be aware that new State certification requirements could require additional course work upon re-entry. Saint Vincent College reserves the right to require pre-student teachers to repeat methods and field courses as deemed necessary. Regardless of personnel changes in the Education Department, it will be expected that all re-entry candidates complete all requirements of current education students and active pre-student teachers.
6. Regardless of dismissal classification, candidates that are dismissed the second time will be given the grade of "F" and will not be permitted another opportunity.

* **Voluntary dismissal:** reasons requested by the pre-student teacher candidate or College Supervisor for such reasons as: medical, military duty, psychological, etc.

****Involuntary dismissal:** reasons requested by College Supervisor, Director of Field Placement, Academic Advisor, Chairperson, Co-operating Teacher, and/or School District. All performance problems identified by anyone other than the pre-student teacher will be considered an involuntary dismissal.

IV. OVERVIEW OF COURSE REQUIREMENTS, SUPERVISION, AND EVALUATION

A. Course requirements include:

1. weekly participation at the school site in college-designated and school-designated professional activities under the direction of the cooperating teacher.
2. participation in all ED 400 campus class meetings.
3. completion of all requirements as a validation of completion of desired professional activities. These completed forms shall be punched, organized, and professionally presented in sequence **in a three-ring Binder** and/or in the **Electronic Portfolio**.
4. completion of the ED 400 requirements of the Electronic Portfolio.

B. Guidelines for preparation of the professional three-ring ED 400 Binder:

1. a title page shall be placed in the Binder cover, followed by a typed table of contents.
2. products **must be typed or electronically printed except for the following:**
Weekly Attendance Log,
Final and Mid Evaluation forms, and
Cooperating Teacher lesson observation forms.
3. all other information included in the handbook and generated by the student must be typed.
4. forms or products **shall be sequenced in the order** in which the forms and tasks appear.

C. Guidelines for preparation of the Electronic Portfolio:

1. use of Google Sites & Drive (Google login needed).
2. clear and concise design as specified in the Portfolio Handbook.
 - a. menu and submenu pages are developed as indicated for five (5) sections.
 - b. professional and consistent screen design and layout.
3. inclusion of all content and files required for ED 400 Electronic Portfolio as specified in the Portfolio Handbook.

D. Submission of the ED 400 Binder and the Electronic Portfolio:

The Binder and Electronic Portfolio must be submitted on the date determined by the ED 400 instructors. The Binder and Electronic Portfolio will be evaluated and the assessment form returned to the student teacher prior to the start of the student teaching internship, ED 410.

E. Academic Honesty:

Because the course involves individual and/or group assignment(s), students should refer to the College's guidelines regarding falsification, plagiarism, and work by other students. Failure to acknowledge borrowed material is a serious offense. No piece of work, especially lesson plans, may be submitted for credit in more than one course and all authors of work submitted by students must be properly cited.

F. Students with Disabilities:

Students with disabilities who may be eligible for academic accommodations and support services should contact Ms. Marisa Carlson, Director of Academic Accommodations and Academic Advisor, by phone (724-805-2828), email (marisa.carlson@stvincent.edu) or by appointment (Academic Affairs-Headmasters Hall). Reasonable accommodations do not alter the essential elements of any course, program or activity. The Notification of Approved Academic Accommodations form indicates the effective date of all approved academic accommodations and is not retroactive.

G. Course supervision:

The Cooperating Teacher will supervise the pre-student teacher at the school site. The College Supervisor will be in contact with the Cooperating Teacher to determine progress of the student teacher. The College Supervisor shall attempt to contact the student teacher at the school site and will meet periodically with the pre-student teacher in the ED 400 seminars.

H. Course Evaluation:

Both the cooperating teacher and the College Supervisor shall contribute in the course evaluation process. The final grade for ED 400 shall be determined by the ED 400 instructor based upon satisfactory completion of the stated requirements as interpreted by the ED 400 instructor.

Students must maintain a 3.0 GPA during this semester's work and earn at least a B course grade in the Field Experience or they will NOT be permitted to continue on to ED 410, Student Teaching Internship, during the subsequent semester.

V. SUMMARY OF PRE-STUDENT TEACHER COMPETENCIES

Pennsylvania Department of Education Field Competencies: Step 3

Domain 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 his/her 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.

Domain 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 age-, gender-, individual-, culturally-, and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodation 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.

Domain 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 strategy.
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.

Domain 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-schools 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 maintains professional relationships with school colleagues.

Domain 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 & Keystone Exams) 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 his/her own professional growth through focused self-reflection.

Domain 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.

Evaluation of Pre-Student Teaching

To ensure that teacher candidates are fully prepared for the upcoming student teaching experience, several requirements must be met. This section addresses said requirements.

I. DUE DATES OF FORMS SUBMITTED

1. COLLEGE'S LESSON OBSERVATION FORM (for a **minimum of four (4)** lessons planned and taught by the student during the entire semester: **pre-student teachers** with split assignments must have **two (2) per half-semester**) [See pages 9-10.]
During the semester, two (2) observation forms will be completed by the supervisor, two (2) will be completed by cooperating teacher. If the assignment is split, each cooperating teacher will complete one (1) report.

Date(s) By Which Report(s) Must Be Received On Campus by the College Supervisor:
Within one (1) week of the taught lesson, but no later than three (3) days after the last day the student teacher is with the Cooperating Teacher at the school site. *

2. MID-EXPERIENCE REPORT FORM (progress and growth areas) [See page 11.]
Date(s) By Which Report(s) Must Be Received On Campus by the College Supervisor:
SPLIT ASSIGNMENTS (2 cooperating teachers) 9/20/2017 AND 11/13/2017
SINGLE ASSIGNMENTS (1 cooperating teacher) 10/13/2017
3. FINAL EVALUATION FORM (final evaluation and letter grade) [See page 12.]
Date(s) By Which Report(s) Must Be Received On Campus by the College Supervisor:
SPLIT ASSIGNMENTS (2 Cooperating teachers) 10/13/2017 AND 12/8/2017
SECONDARY LEVEL (1 Cooperating teacher) 12/8/2017

* Note: **Early Childhood, Middle Grades, K-12, or secondary level students with split assignments** will have mid evaluation and final evaluation reports from **each of the two (2) cooperating teachers** during the semester experiences.

Pre-Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Pre-Student Teacher _____ Date _____ Grade _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Score Guide (Please indicate below):

<p>Below Basic (BB) Student is very limited; does not illustrate a working knowledge of the descriptors</p> <p>Point Value: 5</p>	<p>Basic (B) Student can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient</p> <p>Point Value: 7</p>	<p>Progressing (P) Student is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; very competent candidate</p> <p>Point Value: 10</p>
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1. Planning/Preparation: Written Lesson Plan

<p>Student's plans are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in the Saint Vincent College format. <input type="checkbox"/> reflect the district curriculum/PA Standards/Common Core. <input type="checkbox"/> contain clear and relevant behavioral (instructional) objectives. <input type="checkbox"/> include adaptations/accommodations for diverse learners and pupils with special needs. <input type="checkbox"/> contain sufficient detail and organization to be easily followed, evaluated, and taught. 	<p style="text-align: center;">Anecdotal Response/Suggestions</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">BB</td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">B</td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

2. Anticipatory Set: Motivation Techniques

<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assesses pupil's prior learning before proceeding with a new lesson. <input type="checkbox"/> has a clear connection between appropriate prior and new learning. <input type="checkbox"/> clearly communicates new learning goals/objectives in observable and measurable terms. 	<p style="text-align: center;">Anecdotal Response/Suggestions</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">BB</td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">B</td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

3. Delivery: Strategies and Materials

<p>Student displays:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ample content knowledge and enthusiasm. <input type="checkbox"/> interest in the subject matter and a positive attitude towards the class. <p>Student presents Info:</p> <ul style="list-style-type: none"> <input type="checkbox"/> matched to the lesson objectives. <input type="checkbox"/> sequenced so that the class can easily process at the proper level of difficulty. <input type="checkbox"/> adapted for diverse learners and students with special needs. <input type="checkbox"/> in a variety of ways using research based pedagogy, appropriate strategies, materials, and/or technology. 	<p style="text-align: center;">Anecdotal Response/Suggestions</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">BB</td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">B</td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

4. Student Engagement/Formative Assessment: Embedded Checking/Assessment Techniques

<p>Student uses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> proper questioning techniques. <input type="checkbox"/> ample checks and throughout lesson to ensure that the pupils comprehend the concepts and skills. <p>Pupils are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actively participating. <input type="checkbox"/> held accountable for completing tasks. <input type="checkbox"/> provided with immediate and specific feedback. <p>Student monitors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	BB	B	P			
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5. Guided and Independent Practice: Extending Activities

<ul style="list-style-type: none"> <input type="checkbox"/> Student uses activities and/or assignments congruent with the learning goals/objectives. <input type="checkbox"/> Student provides expectations, procedures, and practices/models tasks prior to assigning independent practice. 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	BB	B	P			
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6. Evaluation/Closure: Concluding Strategies

<ul style="list-style-type: none"> <input type="checkbox"/> Student provides closure before independent practice to give the pupils an opportunity to summarize the lesson. 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	BB	B	P			
BB	B	P						

7. Classroom Environment/Classroom Management

<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> offers a positive, safe, and secure environment conducive to learning. <input type="checkbox"/> treats pupils with courtesy and respect. <input type="checkbox"/> stops, identifies, and immediately corrects inappropriate behavior 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	BB	B	P			
BB	B	P						

8. Communication Skills: Professionalism

<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses correct grammar, vocabulary, and expression in written and oral communications <input type="checkbox"/> delivers lesson in an effective volume and diction, <input type="checkbox"/> is free of distracting mannerisms <input type="checkbox"/> conducts herself/himself in an ethical and professional manner <input type="checkbox"/> is able to work effectively with other personnel 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	BB	B	P			
BB	B	P						

Comments/Recommendations:

Student Signature

Observer Signature

**MID-EXPERIENCE REPORT
PRE-STUDENT TEACHING ORIENTATION**

SAINT VINCENT COLLEGE
Education Department, Carey Center
300 Fraser Purchase Road
Latrobe, PA 15650-2690

Pre-Student Teacher

Please return this form by the date indicated in the orientation handbook ~ Thank you!

Score Guide (Please indicate below):

<p>Below Basic (BB) Student is very limited; does not illustrate a working knowledge of the descriptors</p>	<p>Basic (B) Student can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient</p>	<p>Progressing (P) Student is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; very competent candidate</p>
--	--	---

Category I: Planning/Preparation

Anecdotal Response/Suggestions

<p>1. Has shown some independence in planning lessons 2. Has turned in plans in a timely manner 3. Has been prepared when teaching lessons 4. Demonstrates a strong knowledge of content</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	BB	B	P	<input type="text"/>	<input type="text"/>	<input type="text"/>
BB	B	P					
<input type="text"/>	<input type="text"/>	<input type="text"/>					

Category II - Classroom Environment

Anecdotal Response/Suggestions

<p>5. Able to establish and maintain appropriate rapport with students 6. Maintains high expectations for student work 7. Has adapted to classroom routines resulting in little down time</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	BB	B	P	<input type="text"/>	<input type="text"/>	<input type="text"/>
BB	B	P					
<input type="text"/>	<input type="text"/>	<input type="text"/>					

Category III - Instructional Delivery

Anecdotal Response/Suggestions

<p>8. Has worked in some way(s) [tutoring, demonstration, lab assistant, group facilitator, teacher, proctor] with student(s) in the school up to this point 9. Attempts to monitor and adjust lessons to enhance individual student learning needs 10. Communicates procedures well and clearly explains content</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	BB	B	P	<input type="text"/>	<input type="text"/>	<input type="text"/>
BB	B	P					
<input type="text"/>	<input type="text"/>	<input type="text"/>					

Category IV – Professionalism

Anecdotal Response/Suggestions

<p>11. Is reporting to assigned school weekly at agreed upon times for required time intervals 12. Has discussed school policies and procedures with cooperating teacher 13. Is professional in dress, manner, and communication 14. Maintains an appropriate relationship with colleagues, paraprofessionals, service personnel 15. Willingly accepts criticism, makes adjustments as needed</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	BB	B	P	<input type="text"/>	<input type="text"/>	<input type="text"/>
BB	B	P					
<input type="text"/>	<input type="text"/>	<input type="text"/>					

Pre-Student Teacher

Cooperating Teacher

Name of Elementary or Secondary School _____ Date: _____

Pre-Student Teacher

Please return this form by the date indicated in the orientation handbook ~ Thank you!

Score Guide (Please indicate below):

<p>Below Basic (BB) Student is very limited; does not illustrate a working knowledge of the descriptors</p>	<p>Basic (B) Student can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient</p>	<p>Progressing (P) Student is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; very competent candidate</p>
--	--	---

Category I: Planning/Preparation	Anecdotal Response/Suggestions						
<p>1. Planned effective lessons 2. Was prepared when teaching lessons 3. Demonstrated a strong knowledge of content 4. Demonstrated a strong knowledge of the educational process</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

Category II - Classroom Environment	Anecdotal Response/Suggestions						
<p>5. Established and maintained appropriate rapport with students 6. Maintained high expectations for student work 7. Adapted to classroom routines resulting in little down time</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

Category III - Instructional Delivery	Anecdotal Response/Suggestions						
<p>8. Was effective when working with students one-on-one and in small groups 9. Monitored and adjusted lessons to enhance individual student learning needs 10. Communicated procedures well and clearly explained content 11. Demonstrated creativity and enthusiasm</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

Category IV – Professionalism	Anecdotal Response/Suggestions						
<p>12. Was responsible and on time 13. Was professional in dress, manner, and communication 14. Maintained an appropriate relationship with colleagues, paraprofessionals, service personnel 15. Willingly accepted criticism, made adjustments as needed</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

The **letter grade** I recommend as the overall rating of the student teacher 's performance during this orientation semester is _____ (+ or – may be added to the letter)

Pre-Student Teacher _____

Cooperating Teacher _____

Name of Elementary or Secondary School _____ Date: _____

II. SUMMARY OF ED 400 BINDER REQUIREMENTS

GUIDELINES FOR THE ED 400 BINDER

Forms appearing on the following pages are to be completed and submitted to the course instructor in a three-ring binder.

***Due Dates for the Electronic Portfolio and the ED 400 Binder are determined by supervisors and will be specified in the class meetings. ***

* Note: Early Childhood Education, Middle Grade Education, and K-12 students with split assignments will have forms from **each of the two differing grade level experiences** during the semester. Forms pertaining to a single school district **need not be done twice**, except for split assignments in two (2) different districts.

The pre-student teacher must complete a set of professional experiences at the school site and shall validate such experiences using the documents in the handbook. The student teacher may obtain the electronic version of the forms of the following pages from the Education Department website (<http://education.stvincent.edu/>). Below are the requirements for the Course Binder.

The binder must have a professional appearance, a typed table of contents, a cover sheet, and typed dividers/tabs to separate the items required during the field experience. If the binder does not contain all requirements there will be a 10 point penalty to the binder grade.

ED 400 BINDER REQUIREMENTS

1. Cover Sheet with a creative design inserted in a sleeve-type binder cover.
2. Table of Contents, typed.
3. Well-organized materials using binder dividers with typed tabs.
4. All required assignments and additional resource materials collected from assigned schools included.
5. High quality professional appearance.

If the binder does not reflect required elements and professional appearance, a 10-point penalty will be taken from the binder total on the final evaluation.

EVALUATION OF ED 400 STUDENT'S REQUIREMENTS

Early Childhood, Middle Grade, & Split Assignments

Pre-Student Teacher: _____

Date: _____

EVALUATION OF THE ED 400 BINDER

Maximum Points	Points Earned	Evaluative Criteria
5	_____	Weekly Log of Attendance (p.16)
20	_____	Student Response Journal- 20 pts. each week, averaged (p. 17)
5	_____	List of School Personnel (p. 18)
10	_____	Annotated Bibliography of Multimedia Resources (p. 19)
5	_____	Description of School Procedures (p. 20)
5	_____	Description of School Policies (p. 21)
20	_____	3+ Narrative Observations of Other Teachers in the School, 20 points each, averaged (p. 22-23)
10	_____	Legal and Ethical Scenarios Assignment (p. 24)
20	_____	Professional Development Requirement (p. 25)
10	_____	At Risk Program Action Plan/ Reflection (p. 26)
10	_____	Classroom Management Action Plan/ Reflection (p. 27)
10	_____	Public Relations and Family Communications Examples (p. 28)
<u>20</u>	_____	Tiered Assessment Project (p. 29)
150	_____	Total
	_____	Acceptable binder quality (pg. 13) YES/NO

EVALUATION OF ELECTRONIC PORTFOLIO ACTIVITIES:

220 _____ See ED 400 Electronic Portfolio Rubric (pgs. 30-31)

EVALUATION OF FIELD EXPERIENCE:

(includes lesson plans and observation reports from lessons you taught and attendance at seminars)

80	_____	EVALUATION by First Cooperating Teacher at School Site
80	_____	EVALUATION by Second Cooperating Teacher at School Site
80	_____	EVALUATION by College Supervisor (Course Professor): 1st half
<u>80</u>	_____	EVALUATION by College Supervisor (Course Professor): 2nd half
320	_____	Total

690 pts. poss. _____ **Total points earned**

Each absence, unless substantiated by a Doctor's or athletic excuse, will result in a 20-point deduction from the total points earned.

COURSE FINAL PERCENT = _____

COURSE FINAL GRADE = _____

COMMENTS:

EVALUATION OF ED 400 STUDENT'S REQUIREMENTS

Secondary Assignments & Single Assignments

Pre-Student Teacher: _____

Date: _____

EVALUATION OF THE ED 400 BINDER

Maximum Points	Points Earned	Evaluative Criteria
5	_____	Weekly Log of Attendance (p.16)
20	_____	Student Response Journal- 20 pts. each week, averaged (p. 17)
5	_____	List of School Personnel (p. 18)
10	_____	Annotated Bibliography of Multimedia Resources (p. 19)
5	_____	Description of School Procedures (p. 20)
5	_____	Description of School Policies (p. 21)
20	_____	3+ Narrative Observations of Other Teachers in the School, 20 points each, averaged (p. 22-23)
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20	_____	Professional Development Requirement (p. 25)
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10	_____	Classroom Management Action Plan/ Reflection (p. 27)
10	_____	Public Relations and Family Communications Examples (p. 28)
<u>20</u>	_____	Tiered Assessment Project (p. 29)
150	_____	Total
	_____	Acceptable binder quality (pg. 13) YES/NO

EVALUATION OF ELECTRONIC PORTFOLIO ACTIVITIES:

220 _____ See ED 400 Electronic Portfolio Rubric (pgs. 30-31)

EVALUATION OF FIELD EXPERIENCE:

(includes lesson plans and observation reports from lessons you taught and attendance at seminars)

80	_____	EVALUATION by Cooperating Teacher: 1 st Half
80	_____	EVALUATION by Second Cooperating Teacher: 2 nd half
80	_____	EVALUATION by College Supervisor (Course Professor): 1 st half
<u>80</u>	_____	EVALUATION by College Supervisor (Course Professor): 2 nd half
320	_____	Total

690 points _____ **Total points earned**

Each absence, unless substantiated by a Doctor's or athletic excuse, will result in a 20-point deduction from the total points earned.

COURSE FINAL PERCENT = _____

COURSE FINAL GRADE = _____

COMMENTS:

STUDENT REFLECTION JOURNAL

Goal: To facilitate growth in a teacher candidate’s self-reflective practices, to offer the opportunity to assess the effectiveness of learning goals and to determine if alternative actions are necessary (*Competencies C. 8. & E. 7.*).

Enduring Understanding: Teachers use self-criticism and reflection to monitor lesson effectiveness and adapt learning goals, objectives, and instructional practices to address individual learning needs.

Directions: In contrast to the **Weekly Attendance Log**, which merely lists date, time information, and brief listing of activities, this **Student Reflection Journal** consists of a set of more detailed, individual reports which allow the teacher candidate to reflect on best practices in education that allow learning goals to be met. Using Charlotte Danielson’s Framework for Teaching, the report for each day should reference information from Domains One through Four. Students should focus on the Indicators from each of the Domains when writing their reflections. The report for each day should be approximately two pages in length. It should include:

- (1) An appropriate Heading: Example: (First entry: Date)
- (2) Description of the day: Lessons you observed, lessons you taught, activities in which you participated. This can be incorporated into one or two opening paragraphs.
- (3) Interpretation of what was observed: Why were lessons taught in a specific fashion? What made the lessons effective? How were students actively engaged throughout the day? How was student learning measured? How did you know students learned the content of the lessons? What effective classroom management techniques did you observe?
- (4) Analysis of elements contributing to the effectiveness of the lesson(s) you taught: What made your lesson effective? What would you do differently the next time you teach the lesson? How did you handle classroom management issues? What type of questioning techniques did you use? How did you know students mastered your learning targets?
- (5) Report expectations: Expected heading is used; paper is at two pages in length; paper is double spaced in Times New Roman 12 point font; paper written professionally and free of grammatical and spelling errors.
- (6) a minimum of four (4) Charlotte Danielson references must be included in each reflection.

Computer-generate the above journal entry per day-long visit to school. Reflections should be turned in to college supervisors weekly at the Wednesday night class meeting following each visit. Compile the total set into a section for the ED 400 Binder, which shall constitute your **STUDENT REFLECTION JOURNAL**.

<u>Rubric</u>	
Description of the day: Lessons you observed, lessons you taught, activities in which you participated,	5 points
Interpretation of what was observed: Why were lessons taught in a specific fashion? What made the lessons effective? How were students actively engaged throughout the day? How was student learning measured? How did you know students learned the content of the lessons?	5 points
Analysis of elements contributing to the effectiveness of the lesson(s) you taught: What made your lesson effective? What would you do differently the next time you teach the lesson? How did you handle classroom management issues? What types of questioning techniques did you use? How did you know students mastered learning targets? What effective classroom management techniques did you observe?	5 points
Report Expectations: Correct heading is used; paper is at least two pages in length; paper is double spaced in Times New Roman 12 point font; paper Is written professionally and free of grammatical and spelling errors.	5 points
TOTAL PTS.	20 points
* The journal should be kept & turned in weekly, numbered/dated and correlate with the dates recorded in the Weekly Attendance Log.	

Pre-Student Teacher: _____

LIST OF SCHOOL PERSONNEL ASSIGNMENT

Goal: To facilitate the development of professional relationships with school colleagues. (*Competency D. 6.*)

Enduring Understanding: Teachers develop and maintain professional relationships to foster a positive school climate and a strong learning community.

Directions: As a teacher candidate, it is beneficial to begin to develop and maintain professional relationships with colleagues. Type/write the names of the personnel adjacent to their titles.* Names of individuals holding positions within district must be included. If that position does not exist, merely indicate NONE. Meeting every person indicated is not required, but when the teacher candidate has the opportunity to meet a person from this list he or she should indicate the date of the meeting.

Position	Name of Person	Signature	Date Met
Superintendent			
Assistant Superintendent			
Director of Elementary Education			
Director of Secondary Education			
Building Principal			
Assistant Principals			
Department Chair			
Guidance Counselors			
Nurse			
Librarian			
Instructional Technology Coordinator			
School Secretaries			
Home & School Visitor			
Special Education Supervisor			
Special Education Teachers and ESL			
Other teachers in grade level or department			
Head custodian/maintenance			
Head of cafeteria service			
Other important employees not included above (i.e security, paraprofessionals...)			

* It is essential that the name of the person be included, the exception being the position does not exist.

Pre-Student Teacher: _____

RESEARCH OF CLASSROOM AND LIBRARY RESOURCES/AVAILABLE INSTRUCTIONAL TECHNOLOGIES

Goal: To demonstrate knowledge of school, library, and classroom multimedia resources and instructional technologies. (*Competencies A.5. & B. 2-4*)

Enduring Understandings: Strong knowledge of classroom, library, and school multimedia resources allows teachers to address the needs of diverse learners, to maximize learning opportunities for individuals, and to prepare a strong classroom environment.

Directions: Pre-student teachers should research multimedia resources and instructional technologies available at the assigned school. Students can interview the cooperating teacher and/or school librarian to obtain this information. Create a graphic organizer and list a minimum of 10 available resources with at least one under each appropriate category. Under each listed resource, construct a description that sufficiently communicates information about what the resource is and how you have used it. For schools with extensive lists, pre-student teachers should consult with the cooperating teacher(s) and/or school librarians and use judgment in selecting the names of the most significant resources within each category. Pre-student teachers may extend this document to additional pages as needed. It is recommended that student teachers show as much diversity as possible with varied resources.

**Required Categories: Databases; Instructional Technologies; Periodicals; Books or E-Books; Computer Software; Web-Based Tools

SCHOOL NAME: _____

Graphic Organizer Sample:

Type:	Examples:	How Used:
Databases	1) Ebscohost	1) Students taught how to find quality journal articles for a research-based historical perspective paper.
Instructional Technologies	1) Promethean Board 2) ELMO Document Camera	1) Proficient in the use of the Promethean Board for mathematics instruction including the use of advanced flipcharts with Maths tools. 2) Used ELMO document camera daily for student note organization.

Pre-Student Teacher: _____

DESCRIPTION OF SCHOOL PROCEDURES

Goal: To initiate communication and compliance regarding school-wide procedures and classroom routines used daily in the school environment (*Competencies D. 1., D. 4., & D. 5.*).

Enduring Understandings: Teachers are proficient in a variety of routines and procedures as part of their daily professional conduct.

Directions: Read a copy of the school's procedures manual and discuss procedures with your cooperating teacher to answer these questions.

1. What is the required arrival time and minimum departure time for the professional staff?

2. How do teachers report off when ill? What should you do if you are ill when expected to be here?

3. How is student attendance taken for the day and for each class period?

4. Is there a dress code for teachers or students? If YES, describe the code(s).

5. What is the fire or emergency procedure for the classroom of your cooperating teacher?

6. What is the procedure for student permission to use the restroom?

7. What is the method for having class sets of printed documents made for class use?

8. How do faculty members reserve special facilities or pieces of equipment for classroom use?

9. What is the procedure for student use of school telephones or cell phones in the school?

Pre-Student Teacher: _____

DESCRIPTION OF SCHOOL POLICIES

Goal: To become familiar with state-mandated, district-adopted, and building-accepted policies related to the operation of a school facility, its employees, and the students. (*Competencies D. 1., D. 4., & D. 5.*)

Enduring Understandings: School policies ensure consistency in a school and help keep students safe.

Directions: Read a copy of the school's policy manual or discuss policies with your cooperating to answer these questions.

1. What is the policy on student cheating?

2. What is the policy on confidentiality of student information?

3. What is the policy on drugs and alcohol on the school site?

4. What is the policy on weapons in school and what must the teacher do if there is suspicion of a weapon in the building?

5. What are the policies on student confrontations, classroom behavior, and teacher-student conflict?

6. What is the definition and the policy on sexual harassment?

7. What is the policy for including students with special needs?

8. What is the policy for providing programs for students who are gifted?

9. What is the policy for suspected child abuse?

OBSERVATION OF OTHER TEACHERS IN THE SCHOOL

Goals: To provide an opportunity to observe teachers other than the cooperating teacher(s) in the same school; to become more familiar with various teaching techniques, different ages or groups of students, and different courses; To reflect on what has been learned that may be useful in future teaching situations (*Competencies A. 1., C. 8., & F. 1.*).

Enduring Understandings: Learning goals can be achieved by utilizing researched-based pedagogy and sound educational psychology principles.

Procedure: Reflection on how current teaching professionals reach learning goals and provide effective instruction can help young professionals improve personal pedagogy. During the ED 400 pre-student teaching semester, the pre-student teacher will ask the cooperating teacher to either: (1) make arrangements for observations of other teachers' classrooms, or (2) arrange introductions to teachers whom the student teacher has been told to observe and from whom he or she should seek permission to observe. Student teachers must observe a minimum of three (3) teachers other than the cooperating teachers(s) during the ED 400 experience. One of the classes observed must be an inclusion setting – any subject.

Directions: When observing, using the observation worksheet on page 25, the student teacher should take notes about the classroom itself, the students in the class, the lesson being taught, and his or her own reactions to what was seen. Keep the total report per observation to approximately 2-3 double spaced pages. Each report is worth 20 points. The three report grades will be averaged to make up the observations of other teachers score on the course grade sheet.

Note: When observing, be mindful that this is NOT to be an evaluation. The student teacher is a guest in the room seeking additional skills and ideas about teaching.

RECOMMENDATIONS FOR WRITING A REFLECTION

In a profession as challenging as teaching, honest self-reflection is an essential component of growth and success. Teachers must regularly examine what works and what does not work in classroom instruction. Reflection involves careful observation and analysis, asking questions and listening to answers, connecting previous learning, new facts, and ideas and formulating new meaning to experience.

Consider the following goals when writing reflections: Improved basic instructional skills; Recognition and adoption of best practices; Strengthened observation skills; Expansion of classroom management techniques; Determination of areas for improvement; Acknowledgment of strengths; Development of higher levels of thinking and problem solving; Connection of theory with practice; Awareness of change in oneself; Recognition of professional growth; Re-examination of previous teaching beliefs; Development/Revision of a philosophy of teaching.

Reflections (whether the instruction was observed or taught) should include: Specifics of what is observed/taught; Effective strategies; Ineffective strategies; Analysis of student reaction to the instruction; Analysis of formative/summative assessments in lesson; Possible changes for the instruction and why; Suggestions for self-improvement.

Questions that reflective teachers ask themselves:

1. Did the instruction meet the learning goals? (Why? Why not?)
2. Was the teaching strategy effective? (Why? Why not?)
3. What other strategies might have been more effective?
4. How well was the lesson related to the students' knowledge, experiences, interests? How might this have been done better?
5. How flexible was the teacher (or yourself) in modifying the lesson according to student responses?
6. How was the classroom environment managed?
7. What other management techniques could have been used?
8. What management technique worked/ didn't work?
9. What are some alternatives for conducting the lesson?
10. Were students motivated to learn and how might students' motivation been improved?

**ED 400 – Pre-Student Teaching Orientation
Field Experience – Observation Worksheet**

Use this form to help guide the observations of 3 other teachers, one of which must be in an inclusionary setting. During the observation use this form to take notes. The notes will assist with the construction the narrative paper following each observation.

School _____ Date _____

Teacher _____ Grade Level _____

Subject _____ Length of Observation _____

Description of classroom observed:

- Seating arrangement for students
- Room arrangement / learning centers / resource materials available / supplies
- Bulletin boards / posters / displays / student work
- Other features (computer and AV equipment/water fountain/bathroom/windows/etc.)

Class description:

- Number of students
- Gender mix
- Ability level (s)
- Characteristics of learners with diverse needs (age, gender, culture, or ability)
- Interactions among students

Analysis of instruction:

- Lesson objectives
- Anticipatory set
- Materials in use
- Instructional strategies
- Methods of assessment
- Behavior management techniques
- Student engagement
- Accommodations, strategies, or differentiation for diverse learners.

Reflection:

- Effective ideas, activities, strategies, techniques
- Additional ways to attempt an activity observed
- Information acquired from this observation experience that will help you as a student teacher.

ETHICAL CONDUCT COMPONENT

Goal: To assess knowledge of the Pennsylvania Code of Professional Practice & Conduct & other laws that guide teacher professional conduct (*Competency D.3.*).

Enduring Understanding: Teachers abide by laws and ethical codes.

Procedures: One class meeting topic will address the legal, ethical, and professional behaviors of teachers. Following this session, pre-student teachers will be expected to respond to hypothetical ethical/legal scenarios. The pre-student teacher will demonstrate his/her knowledge of the Pennsylvania Code of Professional Practice & Conduct and other applicable laws through appropriate written responses to the proposed scenarios.

PROFESSIONAL DEVELOPMENT COMPONENT

Goal: To foster professional growth through professional development (*Competency D. 2.*).

Enduring Understanding: Quality teachers are reflective practitioners who improve their practices and pedagogies through professional development opportunities.

Procedures: During the semester, students should find professional development opportunities outside of the weekly seminar experience. To complete the professional development component of this course, each pre-student teacher is required find and attend at least one 3-6 hour professional development experience. Following the experience the pre-student teacher should provide a certificate completion or agenda signed by the teacher. Pre-student teachers must also complete a reflection following attendance of the opportunity. For each workshop attended, students should submit a one-two page, double-spaced reflection reporting the concepts gained from attending the workshop. Students who do not attend the required workshop will receive a grade level deduction on their final grade. Students will also complete an additional experience during their student teaching semester.

Suggested Training Choices:

- School field placement in-service training, if permitted
- An intermediate unit
- Campus, if offered
- Opening day event
- Parent/teacher conferences

All training choices must be approved by the college supervisor prior to completion.

AT-RISK PROGRAMS & DIVERSE LEARNER/REFLECTION & ACTION PLAN

Goals: To familiarize the pre-student teacher with unique characteristics of diverse learners in the assigned school, and to allow the pre-student teacher to research and recognize policy and procedures for valuing all students, especially those traditionally underserved (*Competencies F. 1., & F. 4.*).

Enduring Understandings: Differentiated instruction, accommodations, and other types of specially designed instruction and programming help contribute to the success of diverse populations of learners.

Directions: Discuss with the cooperating teacher and/or other school personnel (i. e. guidance counselor) classroom accommodations and intervention programs provided to students who have diverse learning needs or who are “at risk” of failure academically and/or socially. The pre-student teacher should prepare a two-page essay which discusses the importance of “at risk” programs and explains how he/she will utilize such accommodations and programs as a new professional. This report should be written as a competent professional ready to serve diverse learners in educational settings.

CLASSROOM MANAGEMENT REFLECTION & ACTION PLAN

Goals: To reflect on experiences with classroom management; to create a positive learning environment, and to discuss a plan for implementing an organized, positive classroom environment (*Competencies B. 1. – 3. & B. 6.*).

Enduring Understandings: A positive, prepared, organized learning environment is necessary for quality student learning.

Directions: Reflect on the management techniques of current and prior field experiences. In the two-page reflection/plan, include techniques that were effective and other possibilities that may be used with current or future students. Keep in mind that the key to effective classroom management is preventing problems from occurring in the first place. Also, remember this should be a document that can be used during an interview to explain how the soon-to-be teacher candidate will provide an organized and positive classroom environment for future students. Therefore, the document should not concentrate on what the co-op does, but what the student teacher *will do* as a professional.

Include: The grade level(s) for the planned management techniques.
The approach to classroom management under which the strategies fall.
Rationalization of the positive benefits of adhering to the chosen approaches.

If outside resources are referenced, proper citations should be utilized.

PUBLIC RELATIONS & FAMILY COMMUNICATIONS EXAMPLES

Goal: To identify and recognize “best practice” techniques in establishing meaningful and appropriate public relations and family communications (*Competencies B. 5., D. 1., & F. 5.*).

Enduring Understandings: Appropriate, quality public relations enhance relationships with families as well as the community and also maximize learning experiences for students.

Directions: The pre-student teacher and cooperating teacher should discuss ways to communicate with students’ families regarding both positive and negative topics. The pre-student teacher should gather three (3) examples of brochures or other communications to parents and the community used by the school district, school, and/or co-operating teacher. Using these examples as a guide, the pre-student teacher should construct an original example of parent communication (a parent letter, newsletter, brochure, web-page content, etc.) that demonstrates effective techniques of public relations and family communications discussed during the public relations/family communications class meeting. The pre-student teacher should turn in all collected samples and the personal sample to receive full credit.

TIERED ASSESSMENT PROJECT

Goals: To allow the pre-service teacher to engage, construct, and interpret assessments to guide instruction for student growth *Competencies E. 1-6*).

Enduring Understandings: Using a variety of quality assessments allows teachers to determine students' needs and to plan instruction to achieve appropriate learning goals.

Directions: To demonstrate quality assessment practices, each pre-service teacher is responsible to demonstrate the ability to construct, administer, interpret, and utilize the results of assessments in his/her certification area/ grade level. This project may vary slightly depending on the grade level and certification type of each student.

Ideally, this project will take the form of an appropriate, reliable, and valid teacher created assessment in a content area and level mutually agreed upon by both the student teacher and the cooperating teacher. Because of the diverse needs of heterogeneous groups in classrooms, assessment trends indicate a need to provide multi-leveled assessments tiered by readiness (both above and below grade level).

**A teacher-made test may not be ideal in all certification areas, especially in secondary or K-12 certifications where students may be grouped by ability levels. In these cases, students will demonstrate how assessment standards and content may be altered for different courses of study or different accommodation levels. Students should provide evidence of constructed assessments for multiple levels or time periods appropriate for their groups of students.

Examples and additional details will be provided during a weekly seminar.

III. SUMMARY ELECTRONIC PORTFOLIO REQUIREMENTS

Purpose: To allow students to begin an electronic portfolio that will be fully completed at the close of student teaching (ED 410). This portfolio is to be created in Google Sites and shared with supervisors and potential employers. Below is a list of the requirements for ED 400 (1st column) and ED 410/411 (2nd column).

Required Menu Pages and Evidence	ED 400	ED 410/11
Home Page		
Welcome		X
Philosophy of Education		X
Link to Marketing Brochure		X
Contact Information	X	(Revised)
Certifications	X	(Revised)
Link to Senior Thesis (K-12 and Secondary)		X
Section Overview		
Sample Unit Plan	X	(Revised)
Working with Diverse Populations		
-IEP Action Plan	X	(Revised)
-At-Risk Action Plan	X	(Revised)
Tiered Assessment Project	X	
Student Learning Objective (SLO) Project		X (Implemented)
Annotated Bibliography of Resources & Samples	X	(Revised)
Differentiation Lesson Plan	X	
Reflection of Planning and Preparation Artifacts	X	(Revised)
Self Selected Artifact		X
Classroom Environment		
Section Overview		
Classroom Tour	X	(Revised)
-Virtual Classroom Design		
- Student Work Samples/Bulletin Board Displays	X	X
Classroom Management Plan	X	(Revised)
Self Selected Artifact		X
Instruction		
Section Overview		
Video Sample 1: Set Purpose for Learning – 3-5 minutes	X	(Revised)
Video Sample 2: Conducting a Class Discussion- 3-5 minutes	X	
Teacher Evaluation with Reflection		X
Teacher Evaluation with Reflection	X-practice	X
Lesson Demonstrating Strong Formative Assessment (includes an anecdotal explanation of artifact)	X-practice	X
Self Selected Artifact	X	
Self Selected Artifact		X
Professional Responsibilities		
Section Overview		
Service to School Community	X	(Revised)
-Proposal of Project	X	X
-Evidence and Reflection of Project		X
Maintaining Accurate Records Project (SAS)		X
Communicating With Families Project (SAS)		X
Professional Development		
-Evidence of Opportunity 1	X	
-Evidence of Opportunity 2		X
Professional Growth Plan	X-practice	(Revised)
Self-Selected Artifact		X
Credentials & References		
Résumé	X	(Revised)
Transcripts	X	(Revised)
Letters of Recommendations		X
Evidence of Professional Memberships	X	

** See the ED 400/ED 410 Portfolio Handbook for additional information.

Evaluation of Electronic Portfolio

Pre-Student Teacher: _____

Date: _____

Design and Effort

<u>Points</u>	<u>Points Earned</u>	<u>Evaluative Criteria</u>
10	_____	Professional overall appearance
10	_____	Clear navigation and organization
10	_____	Creative, consistent screen design/quality images
10	_____	Required menu and sub-menus are well defined
40	_____ Total	

	Points Possible	Points Earned
Welcome Page-Name, Certifications, Contact Info, Message	10	
Planning and Preparation		
Sample Unit Plan	10	
Working with Diverse Populations		
-IEP Action Plan	10	
-At-Risk Action Plan	5	
Tiered Assessment Project	10	
Annotated Bibliography of Resources & Samples	5	
Differentiation Lesson Plan	10	
Reflection of Planning and Preparation Artifacts	10	
Content Mastery		
Classroom Tour		
-Virtual Classroom Design Video and Rationale	20	
Classroom Management Plan	5	
Instruction		
Video Sample 1: Set Purpose for Learning – 3-5 minutes	10	
Teacher Evaluation with Reflection	10	
Teacher Evaluation with Reflection	10	
Lesson Demonstrating Strong Formative Assessment (includes an anecdotal explanation of artifact)	10	
Professional Responsibilities		
Service to School Community		
-Proposal of Project	10	
Professional Development		
-Evidence of Opportunity 1	5	
Professional Growth Plan	10	
Credentials & References		
Résumé	10	
Transcripts	5	
Evidence of Professional Memberships	5	

Total points: 180 _____ **Total**

Total points for Electronic Portfolio _____ / 220 = _____ Grade: _____

Comments:

STUDENT TEACHER'S LESSON PLAN & FORMAL OBSERVATIONS/EVALUATIONS

Lesson Planning Goal: To allow students to demonstrate content knowledge and to plan instruction in a consistent format (*Competencies A. 1-5., B. 1-4., B. 6., C.-1-9., & F. 3.*).

Formal Observation Goal: To provide a consistent form for pre-student teacher feedback for the growth of instructional skills (*Competencies A. 1-5., B. 1-4., B. 6., C. 1-9., D. 4-5., F. 2-3.*).

Enduring Understandings: Professionals foster quality learning experiences through consistent lesson planning, and they use observation feedback to improve professional practice.

Procedure: During the ED 400 pre-student teaching experience, the pre-student teacher will submit lesson plans 24 hours in advance of teaching any lesson. Lessons taught on Monday must have plans submitted by the start of school on Friday. The lesson plan format on pages 33-35 of this Handbook shall be used as a planning guide. This lesson plan will be presented to the cooperating teacher for approval 24 hours prior to any actual lesson teaching. Either the cooperating teacher or the college supervisor can use the lesson observation form on pages 9-10 of this handbook for a formal observation. The pre-student teachers must teach a minimum of four formal lessons. Two lessons are to be observed by the cooperating teacher, and two by the college supervisor. The cooperating teacher and supervisor should not observe the same lesson during the same period. If a cooperating teacher instructs multiple class periods of the same type, the cooperating teacher and the college supervisor can observe the pre-student teacher on the same lesson during separate periods.

Directions: Complete all lesson plans using the components in the format found on pages 33-35 of the Handbook. The lesson plan form can be downloaded from the ED 400 link on Blackboard.

Assessment: The college supervisor will evaluate each formal observation to determine the point value/grade earned by the pre-student teacher. Point ratings are provided on the evaluation form to help guide the observer in rating the pre-student teacher. The points on the form are not absolute since there is a holistic grading element to the process of providing lesson feedback. Grades will not be determined solely by the rating system. Grading will be influenced by comments and feedback of the observer.

Saint Vincent College, Education Department
LESSON PLAN

Name of Student Teacher: _____

Date/time: _____ Duration: _____ Grade/Subject/Course: _____

Cooperating Teacher's Initials/Signature Pre-Approving this Lesson _____

Stage 1 – Desired Results	
<p>Enduring Understandings: <i>Use unit plan big ideas & situated context/your established unit plan goals</i></p>	
<p>Essential Questions: <i>What do you hope students will investigate?</i></p>	
<p>Essential Skills & Knowledge: <i>What knowledge & skills will students leave with?</i></p>	
PA Common Core Standard:	Objective Derived from PA Common Core Standard:
PA Academic Standard:	Objective Derived from PA Academic Standard:

Stage 2 – Assessment Evidence	Stage 3 – Learning Plan	
<p>This lesson occurs in the unit (check one):</p> <p><input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End</p>	<p>Introduction, Value Statement, and Motivation <i>How will you inform students of lesson’s purpose, connect to the previous lesson, and “hook” the students into learning?</i></p>	<p>Time</p>
<p>Formative Assessment: <i>Break your objectives into small tasks</i></p> <p>Learning Target A: <i>Student-friendly language “I can...”</i></p> <p>Look for: <i>How do students know target is met?</i></p> <p>Learning Target B <i>(if applicable):</i></p> <p>Look for:</p> <p>Learning Target C <i>(if applicable):</i></p> <p>Look for:</p>	<p>Procedures and content presentation <i>Provide instruction for each learning target; include modeling, guided practice, feedback and transitions. Attach notes.</i></p>	<p>Time</p>
<p>Evidence of Understanding: <i>List performances and checks that demonstrate targets are met.</i></p>	<p>Summary and Closure</p>	<p>Time</p>

Stage 4 - Special Considerations

Summative Assessment *(may occur on another day: unit, final, capstone, project):*

Adaptations for Students With Disabilities:

Enrichment for Gifted Support Students:

Materials Needed:

Homework Assignment:

Introduction, Value Statement and Motivation or “Hook”

The introduction, value statement and motivation are a set of brief activities or events at the beginning of the lesson that effectively engage all students’ attention and helps focus their thoughts on the learning objective.

The introduction, value statement and motivation include the motivation and introduction of your lesson; it is the attention getter for the lesson. This gains the attention of the students and generates interest by creating a need to know. Obviously if the students are ready to learn, you will not need to spend a great deal of time getting them interested.

The introduction, value statement and motivation refer to an activity to focus the students’ attention, provide a brief practice and/or develop a readiness for the instruction that will follow. It actively involves students and is NOT a “teacher monologue.”

It should relate to some previous learning. It should allude to familiar frames of reference or should contain demonstrations to ground the lesson in concrete operations. If successful, the “hook” should help the students get mentally or physically ready for the lesson.

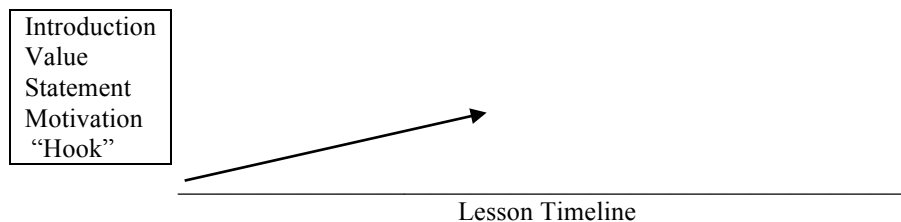
The introduction, value statement and motivation should be designed to have direct relevance to the instructional objective, whether that objective is implied or stated in the set. It should prepare students for the lesson that is about to occur.

Include

- **The learning**
- **The purpose**
- **Transfer of learning**
- **Motivation**

Examples of Possible Methods

- **Questions**
- **Demonstrations (especially one with a result students do not expect)**
- **Story or anecdote**
- **Shock**
- **Humor**
- **Pertinent news item**
- **Role-playing**
- **Modeling or visualizing**
- **Quiz**



LESSON CLOSURE

Closure is the time near the end of a lesson or lesson segment when you wrap up a lesson plan and help students organize the information into a meaningful context in their minds. A brief summary or overview is often appropriate. Another helpful activity is to engage students in a quick discussion about what exactly they learned and what it means to them now. It is the wrap-up at the end of the lesson and reflects back on the lesson's objective. Closure allows you to see where the students are in order to assist your planning for the next lesson. In other words it may serve as an end of the lesson assessment.

Closure is a summary of the lesson engaging **students'** mental activity. It comes in the form of a statement from students about what they learned during the class; i.e., a restatement of your objectives. This statement then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach? Did the students learn what you intended them to have learned?

Closure helps the teacher decide:

1. If additional practice is needed
2. Whether you need to re-teach
3. Whether you can move on to the next part of the lesson
4. If you can accelerate the pace of the next lessons

Four Elements of Closure:

- Summary by the learner, not the instructor
- Use of active participation
- Relevant to the objective, not just related
- Focused on the learning, not the activity

Ways to Elicit Closure:

- Summarize in your own words...
- Think of the results...
- Tell me what you've learned about...
- Explain what we've done so far with...
- What can you do now, that you couldn't do before the lesson?

