

SPRING 2016

ED 410 FIELD EXPERIENCE V:
STUDENT TEACHING INTERNSHIP

Student Teaching Handbook



Saint Vincent College



SAINT VINCENT COLLEGE

ED 410 Student Teaching Schedule Spring Semester 2016

Student teachers follow the College calendar between

January 11, 2016 to April 29, 2016

Students with split assignments will move to new experience on March 3, 2016

January 10 th Sunday	Orientation - Fred Rogers Center – Banquet Room - 1:00-2:30pm STUDENT TEACHERS REPORT AT 1:15pm
January 11 th	Student Teaching experience begins today.
February 4 th	Mid Experience Report due for first placement of elementary, K-12, and secondary student teachers with split assignments.
March 4 th	Final Experience Report due for first placement of elementary, K-12, and secondary student teachers with split assignments. Mid Evaluation Report due for secondary student teachers.
March 7 th	Elementary, K-12, and secondary student teachers with <u>split assignments</u> move to second placement.
<i>March 24th to March 28th</i>	<i>Easter Break – Following the last class of instruction on Wednesday March 23rd - <u>Classes resume March 29th</u></i>
April 4 th	Mid Experience Report due for second placement of elementary, K-12, and secondary student teachers with split assignments
April 29 th	Last day for student teaching experience. Final Evaluation Report due on campus for second placement of elementary student teachers and secondary student teachers with split assignment. Final Evaluation Report due on campus for secondary student teachers.

ED 410 Field Experience V: Student Teaching Internship Handbook

**Saint Vincent College
300 Fraser Purchase Road
Latrobe, PA**

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GENERAL INFORMATION: To be completed by student teacher and cooperating teacher.

Student Teacher _____ Area of Concentration _____

Address _____ Phone _____

Cooperating Teacher(s)

Grade(s)/Subject(s)

1. _____ 1. _____

2. _____ 2. _____

Address

Phone

1. _____ 1. _____

2. _____ 2. _____

College Supervisor _____ Phone _____

Address _____ Phone _____

Address _____ Phone _____

Principal _____ Phone _____

Secretary _____ Phone _____

Other:

Welcome to ED 410 Field Experience V: Student Teaching Internship

With the purpose of preparing students for the role of a classroom teacher, student teaching is a special time in every teacher's career path. During this 14-week immersion, the student will have the opportunity to work daily with professionals in the education field and to develop a personal style of teaching. We hope you enjoy the experience and grow as an educator.

I. OBJECTIVES

The objectives of the Student Teaching Internship are to:

- A. Provide the student teacher with the opportunity to:
 - 1. Work with the cooperating teacher(s), administrators, and other staff members
 - 2. Learn the content, methods, and techniques of instruction in a particular school
 - 3. Connect with the students in the classes they will be teaching
 - 4. Learn the characteristics of students specific to certain age and grade levels
 - 5. Utilize the learning resources available at the school
 - 6. Develop a binder portfolio and an electronic portfolio that will showcase skills to potential employers
- B. Provide the student teacher with the opportunity to teach early childhood, elementary, or secondary students under the guidance of a qualified professional educator.
- C. Provide resources and experiences not available within college methods courses.
- D. Develop professional skills and knowledge necessary for the development of role competencies and subsequent entry into the profession.
- E. Fulfill requirements for Instructional I Certification by the Commonwealth of Pennsylvania.

II. INTERNSHIP SEMESTER SCHEDULE

The teaching internship starts near the beginning of the college semester and continues through the next to the last week of classes. Specific dates are listed on page ii of this Handbook. The student teacher is to follow the same schedule as his or her cooperating teacher, arriving one half hour before the start of school in the morning or minimally at the same time as the cooperating teacher, spending the entire day at the school, and leaving one half hour after the end of the school day or minimally, at the same time as the cooperating teacher. Elementary student teachers will have two placements, each lasting approximately 6 ½ weeks.

A student teacher may voluntarily attend in-service or workshop meetings prior to the start date. The calendar of the school, not Saint Vincent College, will be observed in completing the internship.

The Education Department is committed to frequent contact, observation, and feedback for all student teachers. These contacts provide an avenue for ongoing communication between the student teacher, the cooperating teacher(s), and the college supervisor with the intention of facilitating the success of the student teacher. Each college supervisor will outline his or her preferences for formal observations and conferences with the student teachers and cooperating teacher(s).

Frequent observation and evaluation is vital to the success of a student teacher. Formal observations will be conducted by both the cooperating teacher(s) and the college supervisor. The observations and evaluations will be spaced throughout the student teaching experience. Both the cooperating teacher(s) and college supervisor will prepare formal recommendations for the student teacher commensurate with his or her performance during the student teaching experience.

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

COOPERATING TEACHER'S RESPONSIBILITIES:

- A. The cooperating teacher will assist the student teacher in the development and delivery of daily lessons. The cooperating teacher must approve the student teacher's lesson plan one day prior to the lesson being taught. The student teacher **may not teach** without having had his or her lesson plan approved. In secondary school placements student teachers **shall not** be assigned to teach either an Advanced Placement course or any College in High School course. If the cooperating teacher has such courses, he or she shall make arrangements with another faculty member in the subject-area department and assign another course at that time.
- B. Each cooperating teacher must conduct at least **two formal observations per half-semester**, for a total of four during the semester, and document each on the "Lesson Observation Form," included on pages 26-27 in this handbook. Observations by the cooperating teacher are to be separate from the observation completed by the college supervisor. One copy will be retained by the cooperating teacher, one given to the student teacher, and one given to or mailed to the college supervisor to be placed in the student teacher's permanent file on campus. Following the formal observation/evaluation sessions, conferences will be held with the student teacher to discuss the strengths and needs of the observed teaching activity.
- C. At the mid-point of the student teaching experience, the cooperating teacher must complete the "Mid-Term Evaluation Form" noted on pages 28-30 in this Handbook. The "Mid-Term Evaluation Form" includes behaviors relating to the INTASC Standards and to the latest Pennsylvania Statewide Evaluation Form. Suggestions on possible methods by which the student teacher can attain success in those areas should be included in conversations with the student teacher and the college supervisor. This overall "Mid-Term Evaluation Form" should be discussed with the student teacher and with the college supervisor, if deemed necessary. One copy of the completed "Mid-Term 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 teacher's permanent file.
- D. At the end of the student teaching experience, the cooperating teacher must complete the "Final Evaluation Form," noted on pages 31-33 in this handbook, and recommend a letter grade for the student teaching experience. Submission of the "Final Grade" is the responsibility of the Saint Vincent College supervisor. The final grade is based upon the recommendation of the cooperating teacher(s) and the information, conferences and evaluations collected during the full semester. 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 teacher's permanent file. The cooperating teacher(s) should discuss the evaluation, in person, with the student teacher.

- E. The cooperating teacher is also asked to write a letter of recommendation on school letterhead for the student teacher, commensurate with the student teacher's level of performance as an entry-level teacher. One copy of the letter of recommendation 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 teacher's permanent file.
- F. The cooperating teacher(s) should consult with the college supervisor or with the Chair of the Education Department concerning any questions or problems that arise during the student teaching experience.

COLLEGE SUPERVISOR'S RESPONSIBILITIES:

- A. The college supervisor must conduct at least **four formal observations** and document them on the "Lesson Observation Form," included on pages 26-27 in this handbook. One copy will be given to the cooperating teacher, one to the student teacher, and one retained by the college supervisor to be placed in the student teacher's permanent file. Following the formal observation/evaluation sessions, conferences will be held with the student teacher and the cooperating teacher to discuss the strengths and weaknesses of the observed teaching activity and overall progress.
- B. At the mid-point of the student teaching experience, the college supervisor may consult with the cooperating teacher after reading the "Mid-Term Evaluation Form" especially regarding the narrative areas of strength, needs and recommendations. The college supervisor will place a copy of the completed "Mid-Term Evaluation Form" in the student teacher's permanent file on campus.
- C. At the end of the student teaching experience, the college supervisor will assign a grade for ED 410 (Student Teaching Internship), based on the recommendation of the cooperating teacher(s) and the information and evaluations collected during the semester. The college supervisor will complete the PDE 430 form evaluating the student's performance at both the mid-point and final review.
- D. The college supervisor is required to write a letter of recommendation on Saint Vincent College letterhead for the student teacher, commensurate with the student's level of performance as an entry-level teacher. One copy of the letter of recommendation should be given to the student teacher and one put in the student teacher's permanent file.

STUDENT TEACHER'S RESPONSIBILITIES:

- A. It is the student teacher's responsibility to locate his/her own **transportation** to and from assigned schools.
- B. Students are expected 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 student teaching field experience. This includes faculty meetings, teacher in-services, IEP conferences and other teacher responsibilities before and after school hours. Student teachers are to arrive one half hour before school starts and one half hour after school ends, or the district contract hours, whichever is greater.
- C. During the course of the student teaching experience, the student teacher will progressively increase his or her classroom responsibilities and teaching time, so that near the end of the student teaching experience, the student teacher will have assumed the equivalent of a full teaching load.
- D. **The student teacher must present all daily lesson plans to the cooperating teacher at least one day prior to teaching the assigned class**, using the "Lesson Plan Form" included on pages 18-20 in this Handbook. **The student teacher may not teach without an approved lesson plan.** A repeated failure to present a lesson plan prior to teaching will result in withdrawal from student teaching.
- E. A copy of the daily lesson plan, the textbook and any supporting materials must be presented to the college supervisor, the cooperating teacher or any school administrators who observes the class.
- F. In order to assume competency in the management and supervision of students, the student teacher is required to demonstrate supervisory competencies in the following areas (as applicable):

Home Room	Moving Students from One Area to Another
Study Hall	Laboratory Assignments
Cafeteria	Computer Laboratory
Detention	Writing Laboratory
In-School Suspension	Tutoring
Bus Duty	Hall Duty
Playground/Recess-Duty	

- G. Student teachers should attend regularly scheduled department meetings, faculty meetings, parent conferences, in-service programs, open house events and any special sessions called by the school administration with the cooperating teacher's approval. Student teachers will be excused from these meetings if they conflict with the weekly college class, ED 411 Professional Seminar, which is required of all student teachers.
- H. All grade books, handbooks, tests and student papers must be returned to the cooperating teacher prior to the completion of the student teaching experience.
- I. Student teachers are encouraged to participate in as many co- and extra-curricular activities as they are able to accommodate within their schedules. See additional duties on pages 3-4.
- J. Students who, due to student teaching obligations, need to remain on campus during breaks when meals in the cafeteria are not available **must inform** Mrs. Joan Roach via email (joan.roach@stvincent.edu) **two weeks prior to the break** of their intention to remain on campus during the break. Please include your name, dorm, length of stay, and meal requirement. This information must be provided to Residence Life by the Education Department in order to make the proper arrangements. Please note students may use Express Dollars or cash to pay for meals.

SUGGESTED EMERSION INTO STUDENT TEACHING ELEMENTARY OR SPLIT ASSIGNMENTS

Teach remaining classes through week 6							Teach remaining classes through week 13						
Begin teaching fifth class (a.m. or p.m.) during week 5 and teach through week 6							Begin teaching fifth class (a.m. or p.m.) during week 12 and teach through week 13						
Begin teaching fourth class (a.m. or p.m.) during week 5 and teach through week 7							Begin teaching fourth class (a.m. or p.m.) during week 11 and teach through week 14						
Begin teaching third class (a.m. or p.m. class) during week 4 and teach through week 7							Begin teaching third class (a.m. or p.m. class) during week 10 and teach through week 14						
Begin teaching second class (a.m. class) during week 3 and teach through week 7							Begin teaching second class (a.m. class) during week 9 and teach through week 14						
Begin teaching first class (p.m. class) during week 2 and teach through week 7							Begin teaching first class (p.m. class) during week 9 and teach through week 14						
Begin homeroom responsibilities during week 1 and continue through week 7							Begin homeroom responsibilities during week 8 and continue through week 14						
Week 1	2	3	4	5	6	7	8	9	10	11	12	13	14

Additional experiences for student teachers (if possible)

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Assemblies and special programs 2. Cafeteria supervision 3. Bus duty 4. Recess/playground supervision 5. Lab supervision (writing, language, tutorial, etc.) 6. Faculty meetings and department meetings 7. Student productions 8. Sponsor activity classes 9. Field Trip Assistance | <ol style="list-style-type: none"> 10. Attend in-service meetings 11. Attend PTO meetings 12. Attend open house events 13. Attend school board meetings 14. Movement to special programs 15. Library supervision 16. Assist teachers on field trips 17. Shadow Career/Tech. Teacher one (1) day |
|---|---|

*****PLEASE NOTE***** The above scheme for student teachers is merely a recommendation and may be adjusted by the co-operating teacher to suit the individual needs of the student teacher and the classroom. For example, the beginning and ending days for a student teacher to teach a particular class can be adjusted to fit the beginning and ending of a unit.

SUGGESTED EMERSION INTO STUDENT TEACHING SECONDARY

										Begin teaching week 10 remaining classes for a full load through week 12			
								Begin teaching fifth class (a.m. or p.m.) during week 8 and teach through week 12					
						Begin teaching fourth class (a.m. or p.m.) during week 6 and teach through week 13							
				Begin teaching third class (a.m. or p.m.) during week 4 and teach through week 13									
			Begin teaching second class (a.m. class) during week 3 and teach through week 14										
		Begin teaching first class (p.m. class) during week 2 and teach through week 14											
Begin homeroom responsibilities during week 1 and continue through week 14													
Week 1	2	3	4	5	6	7	8	9	10	11	12	13	14

Additional experiences for student teachers (if possible)

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Study hall supervision 2. Cafeteria supervision 3. Bus duty 4. In-house supervision 5. Attend school board meetings 6. Attend open house events 7. Assist in coaching 8. Attend athletic events 9. Attend faculty/department meetings 10. Lab supervision (writing/ language/tutorial, etc.) 11. Assist with student clubs and activities | <ol style="list-style-type: none"> 12. Chaperone dances 13. Accompany classes on overnight programs 14. Assist teachers on field trips 15. Sponsor activity classes 16. Attend in-service meetings 17. Assist with student productions 18. Shadow a career/tech. teacher (1 day) 19. Assist with student publications 20. Participate in student government |
|--|--|

*****PLEASE NOTE***** The above scheme for student teachers is merely a recommendation and may be adjusted by the cooperating teacher to suit the individual needs of the student teacher and the classroom. For example, the beginning and ending days for a student teacher to teach a particular class can be adjusted to fit the beginning and ending of a unit.

IV. OVERVIEW OF COURSE REQUIREMENTS, SUPERVISION, AND EVALUATION

A. Course requirements include:

1. Participation at the school site in college-designated and school-designated professional activities under the direction of the cooperating teacher.
2. Participation in ED 411 on campus seminars .
3. Completion of all requirements as a validation of completion of desired professional activities.
4. Completion of the portfolio.
5. Completion of the mini-portfolio.
6. Completion of the pamphlet.
7. Completion of the electronic portfolio.

B. Guidelines for the preparation of the binder portfolio:

1. Content matches the INTASC Standards to the PDE form 430:
 - a) Category I, Planning and Preparation, contains INTASC Standards 1-4
 - b) Category II, Classroom Environment, contains INTASC Standards 5-6
 - c) Category III, Instructional Delivery, contains INTASC Standards 7-8
 - d) Category IV, Professionalism, contains INTASC Standards 9-10
2. Each section must contain at least three artifacts

C. Guidelines for preparation of the Electronic Portfolio:

1. Use of Google Sites and Google Drive (pages 13-15)
2. Clear and concise design ([pages 13-15)
 - a) Menu and Submenu pages are developed as indicated for seven sections
 - b) Professional screen design and layout
3. All content required for the Electronic Portfolio (pages 13-15)
4. Successful transfer of all files to a College Supervisor, second evaluator and Education Department

D. Submission of the Electronic Portfolio:

Students are required to complete the electronic portfolio according to the guidelines on pages 13-15. The electronic portfolio must be presented “one on one” to the college supervisor at a date determined by the supervisor and student. **Late submissions will receive a ten percent penalty per day.**

E. Exit Interview:

At the end of the semester, upon completion of ED 400 and ED 411 requirements, 411 seminars, the student teacher will set up a time to meet with the certification officer for an exit interview. The student teacher will present his or her portfolio, mini-portfolio, pamphlet and electronic portfolio during the exit interview. At this time, the student teacher will review all necessary paperwork to gain Instructional I Certification by the Commonwealth of Pennsylvania.

F. Academic Honesty:

Because this course will require the student teacher to create lesson plans and other assignments, the College’s guidelines regarding falsification, plagiarism, and work by other students should be reviewed and followed. 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.

G. Students with Disabilities:

Students with disabilities who require academic accommodations and support services should please consult Mrs. Sandy Quinlivan. She can be reached by telephone (724-805-2371), SVC email, or by scheduling an appointment in Academic Affairs located in Headmasters Hall. Reasonable accommodations do not alter the essential elements of course.

H. Course Supervision:

The student teacher will be supervised at the school site by the cooperating teacher(s). The college supervisor will be in contact periodically with the cooperating teacher(s) to determine the progress of the student teacher. The college supervisor may attempt to contact the student teacher at the school site.

I. Course Evaluation:

A. The cooperating teacher(s) and the college supervisor will contribute to the course evaluation process. The final grade for ED 410 is determined by the college supervisor, and is based upon the recommendation of the cooperating teacher(s) and all of the information, conferences and evaluations collected during the full semester.

B. The final grade for ED 411 shall be determined by the instructor of the course and will be based upon satisfactory participation in and completion of the seminars.

V. POLICIES AND PROCEDURES:

A. Attendance:

Absences are NOT permitted during the student teaching experience except for personal illness, a death in the immediate family, employment opportunities and college events that demand the student teacher's participation. If a student teacher misses a day in the classroom, that time must be made up before the end of the student teaching experience. If absences accrue beyond three days and the time is not made up by the end of the semester, the student teacher may be required to repeat student teaching during another semester. This decision will be made by the Department Chair and the Director of Field Experience in collaboration with the college supervisor and co-operating teacher.

Because of the many interdependent relationships that exist during the student teaching experience, it is necessary that:

1. The school office, cooperating teacher and supervisor are notified as early as possible concerning any absence;
2. Requests for special absences are to be pre-approved by the Director of Field Experience, Cooperating Teacher and the College Supervisor,
3. Unauthorized absences, repeated tardiness or unreasonable claims of illness are subject to disciplinary action to be determined by the Director of Field Experience, College Supervisor, Cooperating Teacher and the school administration;
4. The student teacher must comply with all policies and guidelines for professional employment as set forth in the Faculty Handbook of the respective district.

B. Substitute Policy:

It is the policy of Saint Vincent College that student teachers are **NOT** permitted to substitute for employed teachers, even for short periods of time. Any deviation from this policy must be cleared with the Department of Education. Please notify the Director of Field Placement if you have been asked to assume a teaching position as a substitute teacher.

C. Department and Dress:

1. Student teachers represent not only themselves, but also the Education Department, their major Department and Saint Vincent College. It is, therefore, critically important to act professionally at all times.
2. The student teacher must dress in accordance with the guidelines set forth in the Faculty Handbook of his or her respective district. It is very important that all student teachers dress in a professional manner.

D. Problems and/or Grievances:

Should problems or grievances develop during the student teaching experience, the cooperating teacher and college supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems, at any time, with his/her cooperating teacher, college supervisor and then the Director of Field Placement.

E. Withdrawal from Student Teaching:

1. Withdrawal from the student teaching experience is a very serious matter. The student teacher must undertake this action under the advisement of (1) college supervisor, (2) cooperating teacher and (3) Chairperson of the Education Department. The utmost discretion must be maintained for reasons of public confidence, ongoing relationships with school districts, and most importantly, the teacher-student relationships that have already been established.
2. Withdrawal from ED 410 and ED 411 is official only if done through the Registrar's Office **after approval from the Director of Field Experience**. Deadlines on withdrawals are indicated on the academic calendar. Failure to withdraw from a course officially will result in a failing grade. Refunds are based on the date recorded on the withdrawal form.
3. Specific guidelines for Voluntary or Involuntary Dismissal from ED 410 can be found on page 9 of this Handbook.

Voluntary or Involuntary Dismissal from ED 410 Field Experience V: 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 student teacher candidate 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 student teaching (either by the student, 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 Re-entry to Student Teaching" will be developed and provided to the candidate.
 - Candidates will be permitted to re-enter 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 re-enter within one (1) year from their last methods course. Voluntary dismissed candidates must re-enter within five (5) years of the last methods course taken at Saint Vincent College.
 - In the event of an involuntary dismissal, the contract for re-entry will include an itemized agreement which will designate areas that must improve immediately upon return to student teaching. Dismissed student teacher candidates must sign the re-entry contract including the list of areas of improvement in the event that performance issues are in question.
4. In the event that a re-entry contract and/or improvement itemized agreement are not followed during the second placement, the College Supervisor will notify the 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 this violation. In the event that the candidate continues to not adhere or improve as specified, the candidate will be dismissed permanently and will have no privileges to return.
5. Since candidates will only be given **one** additional opportunity to return to student teaching, the semester selected for this field experience should be done 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 repeated 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 student teachers.
6. Regardless of dismissal classification, candidates that are dismissed the second time will be given the grade of an "F" and will not be permitted to another opportunity.

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

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

Final Portfolio

The student teaching seminars, ED 411, are geared towards preparing the student for the interview process. All assignments will assist in obtaining a teaching position, and some will be useful in a teaching portfolio. This section focuses on the requirements for the binder portfolio and the electronic portfolio, both of which will aid in obtaining a teaching position.

I. BINDER PORTFOLIO

A. The binder portfolio, produced during the student teaching experience, will match the INTASC Standards, which can be found on page 12 of this Handbook, to the PDE 430 Form. Category I, Planning and Preparation, will contain INTASC Standards one through four. Category II, Classroom Environment, will contain INTASC Standards five and six. Category III, Instructional Delivery, will contain INTASC Standards seven and eight. Category IV, Professionalism, will contain INTASC Standards nine and ten. Standards can be found on page 11 of this handbook.

B. Each section of the binder portfolio will contain artifacts that demonstrate success as a future teacher. Remember that the binder portfolio will be seen by professionals in the teaching field.

Listed below are some examples of artifacts that may be included:

1. Assignments from other education classes: e.g. lesson plans, geography project, technology project or pictures of bulletin boards that you designed
2. Community service awards or certificates
3. Athletic and club awards, certificates or recognition
4. Newsletters of professional organizations to which you belong
5. Pictures of you teaching or interacting with students

Note: If pictures of students are included, be sure that parental permission to include the pictures in the binder portfolio has been obtained. Tip: During the first week of student teaching talk with the cooperating teacher about the school district's policy on taking pictures of students. If pictures are permitted, then have the students' parents sign a permission slip stating that their child's picture may be used in the binder portfolio. Only include the pictures of students for whom signed permission slips have been received.

C. Evaluation of the binder portfolio will be made by the ED 411 instructor

PDE 430 Categories Matched to the Interstate New Teacher Assessment and Support Consortium Model Standards for Beginning Teachers Licensing and Development

Category I – Planning and Preparation

Principle #1

The teacher understands the central concepts, tools of inquiry and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2

The teacher understands how children learn and develop, and can provide opportunities that support their intellectual, social and personal development.

Principle #3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Category II – Classroom Environment

Principle #5

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.

Principle #6

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Category III – Instructional Delivery

Principle #7

The teacher plans instruction based upon knowledge of the subject matter, the community and the curriculum goals.

Principle #8

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Category IV – Professionalism

Principle #9

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others in the learning community, including; students, parents and other professionals, and who actively seeks out opportunities to grow professionally.

Principle #10

The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

II. ELECTRONIC PORTFOLIO

- A. The electronic portfolio, created in ED 400 - Pre-Student Teaching, will be finalized during student teaching. The electronic portfolio requires the use of both Google Sites and Google Drive. Clear organization of menus and artifacts and the successful sharing of the Google Site with the College Supervisor, second evaluator and Education Department. Students are required to complete the electronic portfolio according to the guidelines on pages 13-15. The electronic portfolio must be submitted to the college supervisor at a date determined by the college supervisor.
- B. The electronic portfolio is a wonderful way to demonstrate proficiency with technology to future employers. Students should leave a copy of their electronic portfolio with the interviewee.
- C. Evaluation of the electronic portfolio will be made by the student teacher supervisor and will be included as part of the final student teaching grade.

GUIDELINES FOR ED 410 ELECTRONIC PORTFOLIO – Grades Pre K - 4

Purpose: To allow students to finalize their electronic portfolio. The electronic portfolio requires the use of both Google Sites and Google Drive. Clear organization of menus and artifacts and the successful sharing of the Google Site with the College Supervisor, second evaluator and Education Department. Below is a list of the requirements.

Directions: Use the Google Sites and Google Drive software to create an electronic portfolio. The information listed below **must be included**. Students are encouraged to customize and add to these requirements.

Required Sections and Evidence	ED 400	ED 410
Knowledge of Student Learning (INTASC 2&3) menu page	X	
Pre School Lesson with Adaptations and Reflection	X	(Revised)
Interview on 1 st or 2 nd grade IEP usage	X	
Inclusion Classroom Reflection	X	
Artifact 1	X	
Content Mastery (INTASC 1) menu page	X	
Informal Reading Inventory Report	X	
Artifact 1	X	
Artifact 2	X	
Artifact 3	X	
PDE 430 Planning and Preparation (INTASC 7) menu page	X	
Developmentally Appropriate Practices with reflection	X	(Revised)
Original Graphic Organizer Sample	X	
Lesson Plan		X
Lesson Plan		X
PDE 430 Classroom Environment (INTASC 5) menu page	X	
Classroom Management Reflection	X	(Revised)
Classroom Design	X	
Motivational Activity Sample	X	(Revised)
Artifact 1	X	(Revised)
PDE 430 Instructional Strategies (INTASC 4 & 8) menu page	X	
Video/Photos of Teaching	X	(Revised)
Pre-Post Test of a Lesson	X	(Revised)
Developed Assessment Instruments		X
Teaching Evaluation		X
Teaching Evaluation		X
Teaching Evaluation		X
PDE 430 Professionalism (INTASC 6, 9, & 10) menu page	X	
Parent Communications		X
Extracurricular Activities	X	(Revised)
Professional Memberships and Development	X	(Revised)
PDR	X	
Credentials & References menu page	X	
Resume	X	(Revised)
Transcripts	X	(Revised)
Letters of Recommendations		X
Artifact 1	X	
Total Points for ED 400 Electronic Portfolio	200	
ED 410 Electronic Portfolio – evaluated Professionalism – PDE 430		

Please note that students must include the identified evidence above, as well as select additional artifact samples for the specified category where the placeholder “artifact 1, 2, etc” are listed.

GUIDELINES FOR ED 410 ELECTRONIC PORTFOLIO – Middle Level – Grades 4 - 8

Purpose: To allow students to finalize their electronic portfolio. The electronic portfolio requires the use of both Google Sites and Google Drive. Clear organization of menus and artifacts and the successful sharing of the Google Site with the College Supervisor, second evaluator and Education Department. Below is a list of the requirements.

Below is a list of the requirements.

Directions: Use the Google Sites and Google Drive software to create an electronic portfolio. The information listed below **must be included**. Students are encouraged to customize and add to these requirements.

Required Sections and Evidence	ED 400	ED 410
Knowledge of Student Learning (INTASC 2&3) menu page	X	
Block schedule lesson/middle level methods	X	(Revised)
Interview on middle level IEP usage (Grades 4-6 or 7-8)	X	
Inclusion Classroom Reflection	X	
Artifact 1	X	
Content Mastery (INTASC 1) menu page	X	
Middle Level Curriculum Map	X	
Artifact 1	X	
Artifact 2	X	
Middle level reading assessment report	X	
PDE 430 Planning and Preparation (INTASC 7) menu page	X	
Sample Unit Plan w/Assessment – Multi materials approach	X	(Revised)
Original Graphic Organizer Sample	X	
Lesson Plan		X
Lesson Plan		X
PDE 430 Classroom Environment (INTASC 5) menu page	X	
Classroom Management Reflection	X	(Revised)
Classroom Design	X	
Motivational Activity Sample	X	(Revised)
Artifact 1	X	(Revised)
PDE 430 Instructional Strategies (INTASC 4 & 8) menu page	X	
Video/Photos of Teaching	X	(Revised)
Pre-Post Test of a Lesson and report	X	(Revised)
Developed Assessment Instruments		X
Teaching Evaluation		X
Teaching Evaluation		X
Teaching Evaluation		X
PDE 430 Professionalism (INTASC 6, 9, & 10) menu page	X	
Parent Communications		X
Extracurricular Activities	X	(Revised)
Professional Memberships and Development	X	(Revised)
Artifact 1	X	
Credentials & References menu page	X	
Resume	X	(Revised)
Transcripts	X	(Revised)
Letters of Recommendations		X
Artifact 1	X	
Total Points for ED 400 Electronic Portfolio	200	
ED 410 Electronic Portfolio – evaluated Professionalism – PDE 430		

Please note that students must include the identified evidence above, as well as select additional artifact samples for the specified category where the placeholder “artifact 1, 2, etc” are listed.

GUIDELINES FOR ED 410 ELECTRONIC PORTFOLIO – Grades K – 12/Secondary

Purpose: To allow students to finalize their electronic portfolio. The electronic portfolio requires the use of both Google Sites and Google Drive. Clear organization of menus and artifacts and the successful sharing of the Google Site with the College Supervisor, second evaluator and Education Department. Below is a list of the requirements.

Directions: Use the Google sites and Google Drive software to create an electronic portfolio. The information listed below **must be included**. Students are encouraged to customize and add to these requirements.

Required Sections and Evidence	ED 400	ED 410
Knowledge of Student Learning (INTASC 2&3) menu page	X	
Lesson with Adaptations	X	(Revised)
Interview on IEP usage	X	
Inclusion Classroom Reflection	X	
Artifact 1	X	
Content Mastery (INTASC 1) menu page	X	
Analysis of a Textbook	X	
Artifact 1	X	
Artifact 2	X	
Artifact 3	X	
PDE 430 Planning and Preparation (INTASC 7) menu page	X	
Sample Unit Plan w/Assessment	X	(Revised)
Original Graphic Organizer Sample	X	
Lesson Plan		X
Lesson Plan		X
PDE 430 Classroom Environment (INTASC 5) menu page	X	
Classroom Management Reflection	X	(Revised)
Classroom Design	X	
Motivational Activity Sample	X	(Revised)
Artifact 1	X	(Revised)
PDE 430 Instructional Strategies (INTASC 4 & 8) menu page	X	
Video/Photos of Teaching	X	(Revised)
Pre-Post Test of a Lesson		X
Developed Assessment Instruments		X
Teaching Evaluation		X
Teaching Evaluation		X
Teaching Evaluation		X
PDE 430 Professionalism (INTASC 6, 9, & 10) menu page	X	
Parent Communications		X
Extracurricular Activities	X	(Revised)
Professional Memberships and Development	X	(Revised)
Artifact 1	X	
Credentials & References menu page	X	
Resume	X	(Revised)
Transcripts	X	(Revised)
Letters of Recommendations		X
Artifact 1	X	
Total Points for ED 400 Electronic Portfolio	200	
ED 410 Electronic Portfolio – evaluated Professionalism – PDE 430		

Please note that students must include the identified evidence above, as well as select additional artifact samples for the specified category where the placeholder “artifact 1, 2, etc” are listed.

WRITING A REFLECTION

Purpose:

In a profession as challenging as teaching, honest self-reflection is an essential component of growth and success. A teacher must regularly examine what has worked and what hasn't in terms of instruction: both observed and completed/performed. Reflection involves careful observation and analysis, asking questions, listening to answers, connecting previous learning, new facts and ideas to formulate new meaning regarding the teaching/learning experience.

Consider the following goals as reflections completed:

- Improved basic instructional skills
- Recognizing and adopting best practices
- Strengthening observation skills
- Expansion of classroom management techniques
- Determining areas for improvement
- Acknowledging strengths
- Developing higher levels of thinking and problem solving
- Connecting theory with practice
- Becoming awareness of change in oneself
- Recognition of professional growth
- Re-examination of previous teaching beliefs
- Development of a philosophy of teaching

Your reflections, whether the instruction was observed or completed/performed, should include:

- Specifics of what was observed / taught
- What was considered effective
- What was considered ineffective
- How effectiveness/ineffectiveness was assessed
- Analysis of student reaction to instruction
- Changes that should be made in the instruction and on what that is based relative to what has been learned about teaching through classes, readings, experiences or conversations with people in the profession
- Appropriate emotional reactions, including: joy, excitement, dismay, disappointment
- Suggestions for self-improvement

A **minimum** of 1½ pages typed (12 point, double-spaced)

Questions that Reflective teachers should ask themselves:

1. Did the students learn anything? (Why? Why not?)
2. Did anything significant occur? (What? Why?)
3. Was the strategy used the most effective one?
4. What other strategies might have been more effective?
5. How well was the lesson related to the students' knowledge, experiences, interests? (How might this have been done better?)
6. How flexible was the teacher (or yourself) in modifying the lesson according to student responses?
7. How was the classroom environment managed?
8. What other management techniques could have been used?
9. What management technique worked best / didn't work?
10. What are some alternatives for conducting the lesson?
11. Were students motivated?
12. What were some other ways students' motivation might have been strengthened?
13. Was learning theory evident in the lesson preparation / delivery? (What theories? What other theories might have been considered?)
14. Were students provided with opportunities to direct their own learning? How?
15. As a result of this lesson what have I learned about teaching? How might I change to become a better teacher?

Suggested Format:

- Clearly/accurately, almost clinically, briefly describe the instruction, event or lesson
- Highlight the positives
- Discuss possible negatives
- Explore possible alternatives
- Assess personal learning benefits

Evaluation of Student Teaching

In order to ensure that student teachers are fully prepared for their career as a teacher and having their own classroom, several assignments are required. This section will address the cooperating teacher's, college supervisor's, and the student teacher's responsibilities.

I. DUE DATES OF FORMS SUBMITTED BY THE COOPERATING TEACHER:

1. COLLEGE'S LESSON OBSERVATION FORM (for a **minimum of four** lessons planned and taught by the student during the entire semester: student teachers with split assignment must have **two per half-semester**) [See pages 26-27]

Date(s) by Which Report(s) Must Be Received On Campus by the College Supervisor:

Within one week of the taught lesson, but no later than three days after the last day the student teacher is with the Cooperating Teacher at the school site.*

2. MID-TERM EVALUATION FORM (progress and growth areas) [See pages 28-30]

Date(s) by Which Report(s) Must Be Received On Campus by the College Supervisor:

ELEMENTARY LEVEL*	February 4, 2016 AND April 4, 2016
K-12 ASSIGNMENT*	February 4, 2016 AND April 4, 2016
SECONDARY SPLIT ASSIGNMENT*	February 4, 2016 AND April 4, 2016
SECONDARY LEVEL	March 4, 2016

3. FINAL EVALUATION FORM (final evaluation and letter grade) [See page 31-33]

Date(s) by Which Report(s) Must Be Received On Campus by the College Supervisor:

ELEMENTARY LEVEL*	March 4, 2016 and April 29, 2016
K-12 ASSIGNMENT*	March 4, 2016 and April 29, 2016
SECONDARY SPLIT ASSIGNMENT*	March 4, 2016 and April 29, 2016
SECONDARY LEVEL	April 29, 2016

*Note: Elementary, K-12, or secondary level student teachers **with split assignments** will have such reports from **each of the two cooperating teachers** during the semester experiences.

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>	
<p>PA Common Core Standard:</p>	<p>Objective Derived from PA Common Core Standard:</p>
<p>PA Academic Standard:</p>	<p>Objective Derived from PA Academic Standard:</p>

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 (if applicable):</p> <p>Look for:</p> <p>Learning Target C (if applicable):</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:

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: Use unit plan big ideas & situated context/your established unit plan goals</p> <p>The Enduring Understanding should be a statement. What do you want students to remember years from now. Therefore the statement should be written in “student friendly” language. For instance, if the ‘big idea’ is patterns, the enduring understanding might be: There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day/night.</p>	
<p>Essential Questions: What do you hope students will investigate?</p> <p>Write at least one Essential Question for your lesson. Usually the Essential Question has multiple correct answers. The Essential Questions should address the Enduring Understanding.</p> <p>-How are the patterns of movement in the solar system observed and predicted. -How might day/night change if the pattern of movement in the Sun, Earth, and Moon system is changed.</p>	
<p>PA Common Core Standard:</p> <p>PA Common Core Standards can be found on line at www.pdesas.org. You will need to align your lesson plan to a PA common Core Standard.</p>	<p>Objective Derived from PA Common Core Standard: Use the PA common Core Standard you have identified to help you frame your objective. The objective should be written in “teacher language and may be used over the course of more than one lesson.</p> <p>(A) audience (B) behavior (C) condition (D) degree</p>
<p>PA Academic Standard:</p> <p>PA Academic Standards can be found on line at www.pdesas.org. You will need to align your lesson plan to a PA Academic Standard.</p>	<p>Objective Derived from PA Academic Standard: Use the PA Academic Standard you have identified to help you frame your objective. The objective should be written in “teacher language” and may be used over the course of more than one lesson.</p> <p>(A) audience (B) behavior (C) condition (D) degree</p>

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><i>How will you get the students attention? Tell a story, present a video clip, dress in costume, or maybe you would have students give personal experiences they have had with the topic.</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><i>The Learning Target must be shared with the students. Use the following questions to assist you in writing your targets.</i></p> <ul style="list-style-type: none"> -<i>What will the student be able to do when he/she finishes today’s lesson?(condition)</i> -<i>What idea, topic, subject is important for the student to learn and understand so he can use this information? (behavior)</i> -<i>How will I be asked to show that he can do this? How well will I have to do this action? (degree)</i> <p>- <i>For each Learning Target what will I use as the assessment to show that the student has accomplished the learning target?</i></p> <p><i>(TO)</i> <i>You should model and explain each of the learning targets. Model how students should read write, and think in your content area expert. Show students examples of “good” work.</i></p> <p><i>(WITH)</i> <i>The students will work in groups or partners working together practicing the new skills before they are asked to perform the skill on their own.</i></p> <p>-</p>	<p>Time</p>
<p>Evidence of Understanding: <i>List performances and checks that demonstrate targets are met.</i></p> <p>The student must perform the objective/skill on his/her own.</p>	<p>Summary and Closure <i>(BY)</i> <i>The teacher will give a summary of the lesson making sure that the objective is repeated.</i> <i>The students will show understanding by performing some observable task or activity.</i></p>	<p>Time</p>

Stage 4 - Special Considerations

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

What kinds of activities, projects or tests might be used to show if the students have learned all the objectives of the unit or the lessons.

Adaptations for Students with Disabilities:

Students' IEPs will guide your design of their adaptations. You must instruct learning support students exactly as specified in their IEPs. Remember the IEP's are governed by law.

Enrichment for Gifted Support Students:

Students' IEPs will guide your design of their adaptations. You must instruct gifted support students exactly as specified in their IEP's.

Materials Needed:

Think of all resources and materials you will need to facilitate your lesson, and list them individually. This includes lab materials, twelve beakers, 50 cotton balls, etc.

Homework Assignment:

Assign work that you intend to give the student feedback on. The work should be minimal practice that would give you an indication if the student has gained understanding. Assign quality work not quantity work.

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 engages all students’ attention and focuses 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 gets 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.

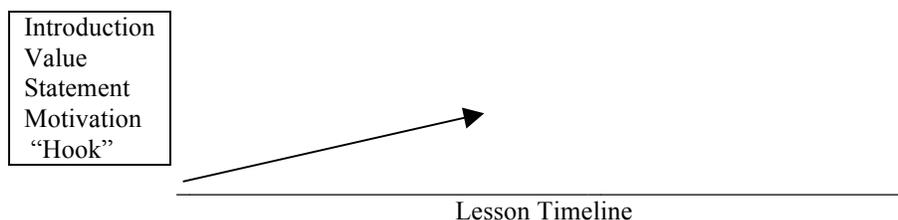
The introduction, value statement and motivation should be designed to have direct relevance to the instructional objective, whether that objective is implied or stated in the set. It should prepare students for the lesson that is about to occur.

Include

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

Examples of 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 you 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
- Uses active participation
- Relevant to the objective, not just related
- Must focus 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?



Student Teaching Lesson Observation Form

Saint Vincent College Education Department

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>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>Proficient (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>Advanced (A) Student motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability that appears to outperform the descriptors beyond most students or teachers</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, <input type="checkbox"/> contain clear and relevant behavioral (instructional) objectives, <input type="checkbox"/> include adaptations/accommodations for pupils with special needs, <input type="checkbox"/> contain sufficient detail and organization to be easily followed, evaluated, and taught. 	<p>Anecdotal Response/Suggestions</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20%;">BB</td> <td style="width: 20%;">B</td> <td style="width: 20%;">P</td> <td style="width: 20%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

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 objectives in observable and measurable terms. 	<p>Anecdotal Response/Suggestions</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20%;">BB</td> <td style="width: 20%;">B</td> <td style="width: 20%;">P</td> <td style="width: 20%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

3. Delivery: Strategies and Materials

<p>Student displays:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ample knowledge, 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 special needs <input type="checkbox"/> in a variety of appropriate strategies, materials, by using technology when needed 	<p>Anecdotal Response/Suggestions</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20%;">BB</td> <td style="width: 20%;">B</td> <td style="width: 20%;">P</td> <td style="width: 20%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

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 throughout lesson to insure 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 <input type="checkbox"/> adjusts the lesson as needed. 	<p>Anecdotal Response/Suggestions</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">BB</td> <td style="width: 25%;">B</td> <td style="width: 25%;">P</td> <td style="width: 25%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

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 objectives. Student provides expectations, procedures, and practices/models tasks prior to assigning independent practice. 	<p>Anecdotal Response/Suggestions</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">BB</td> <td style="width: 25%;">B</td> <td style="width: 25%;">P</td> <td style="width: 25%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

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" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">BB</td> <td style="width: 25%;">B</td> <td style="width: 25%;">P</td> <td style="width: 25%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

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" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">BB</td> <td style="width: 25%;">B</td> <td style="width: 25%;">P</td> <td style="width: 25%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

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" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">BB</td> <td style="width: 25%;">B</td> <td style="width: 25%;">P</td> <td style="width: 25%;">A</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

Comments/Recommendations:

Student Signature

Observer's Signature