

Fall 2020

ED 410 FIELD EXPERIENCE V:
STUDENT TEACHING INTERNSHIP

Student Teaching Handbook



Saint Vincent College

education.stvincent.edu

ED 410 Student Teaching Schedule Fall Semester 2020

Student teachers follow the School District calendar between
August 17, 2020 through November 20, 2020

Students with split assignments will move to new experience on October 9, 2020

- August 17th** **First day of the College semester.**
- August 30th** **Orientation – Fred Rogers Center – on Zoom 1:00 – 2:30 pm**
- August 31st** **Student Teaching experience begins today.**
*Student Teaching can begin at the convenience of the cooperating teacher based on first day of school, etc. (even if it is prior to this date). CDC routines are going to be a challenge for educators this semester. The first day is based on the mutual decision of the cooperating teacher, student teacher, and supervisor. Current PDE guidelines require 12 weeks of student teaching.
- September 18th** **Mid Experience Report due for first placement of PreK-4
Middle Grade, K-12, and secondary student teachers with split assignments.**
- October 9th** **Mid Evaluation Report due for secondary student teachers.**
- Final Experience Report due for first placement of PreK-4,
Middle Grade, K-12, and Secondary student teachers with split assignments.**
- October 12th** **PreK-4, Middle Grade, K-12, and secondary student teachers with
split assignments move to second placement.**
- October 30th** **Mid Experience Report due for second placement of PreK-4, Middle
Grade, K-12, and secondary student teachers with split assignments.**
- Students follow their School District Calendar for non-school days.*
- November 20th** **Last day of the 14-week student teaching experience.**
- Final Evaluation Report due on campus for second placement of PreK-4,
Middle Grade, K-12 and Secondary student teachers with split assignment.**
- Final Evaluation Report due on campus for single placement secondary
student teachers.**
- November 23-25** **Flex week for snow day & absence overages. This week is for make-up only.
*additional information on attendance requirements on page 21.**

TABLE OF CONTENTS

General Information Sheet	.....	5
1. Introduction	.....	6
I. Objectives	.....	6
II. Internship Semester Schedule	.....	7
III. Responsibilities	.....	7
Cooperating Teachers	.....	7
College Supervisors	.....	8
Student Teachers	.....	8
IV. Suggested Schematic for Student Teaching	.....	10
PreK-4 or Middle Level Split Assignment	.....	10
Secondary	.....	11
V. Overview of Course	.....	12
VI. Policies and Procedures	.....	13
Voluntary Withdrawal or Involuntary Dismissal	.....	14
2. Electronic Portfolio	.....	16
PDE 430 Categories matched to INTASC Standards	.....	17
PDE Student Teaching Competencies	.....	18
Weekly Log of Attendance	.....	21
Frequent Communication	.....	22
Reflection Requirement & Checklist	.....	23
3. Due Dates	.....	24
Lesson Plan	.....	25
Annotated Lesson Plan	.....	28
Lesson Observation Form	.....	31
Mid-Term Evaluation	.....	34
Final Evaluation	.....	37

ED 410 Field Experience V: Student Teaching Internship Handbook

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

ED 410 SUPERVISOR

Section 1: Dr. Tracy A. McNelly 724-805-2447 tracy.mcnelly@stvincent.edu

Questions/Concerns Contact: Dr. Stacie Nowikowski – Director of Field Experience
724-805-2686 *or* stacie.nowikowski@stvincent.edu

Education Department
Ground Floor Prep Hall
Education Chairperson: Dr. Veronica I. Ent
Secretary Phone: 724-805-2096
Fax: 724-805-2024

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 fourteen (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 the experience is enjoyable and offers opportunities for growth 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, intermediate, middle, 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 70 days (equivalent of 14, 5-day weeks). 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. PreK-4 and Middle Grade student teachers will have two placements, each lasting approximately 7 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 (e.g. Student teachers do not participate the college spring break).

The Education Department is committed to frequent contact, observation, feedback, intervention, and support 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 evaluations are 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 a minimum of 24 hours prior to the lesson being taught. Lessons to be taught on Monday must be approved on the preceding Friday. 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 (2) formal observations per half-semester**, for a total of four (4) during the semester, and document each on the "Lesson Observation Form," included on pages 31-33 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 digitally sent 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 34-36 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 digitally sent 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 37-39 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, reflections, 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 digitally sent 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 for the student teacher on school letterhead. It should 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, the Director of Field Experience 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 (4) formal observations** and document them on the "Lesson Observation Form," included on pages 31-33 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. All observations must be digitally submitted. 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 supervisor's "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, reflections, 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 for the student teacher on Saint Vincent College letterhead, 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. Student Weekly Attendance must be logged and verified on the attendance sheet (See page 21).
- 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 25-27 this Handbook. Lessons to be taught on Monday must be approved on the preceding Friday. **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. After showing consistent planning proficiency, the student teacher may be dismissed to plan as their cooperating teacher does. If the cooperating teacher is not required to turn in lesson plans, the student must plan using the abbreviated lesson plan template provided in this handbook.
- 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 10-11.
- 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 IMMERSION INTO STUDENT TEACHING
PreK-4 or Middle Level Split Assignments

Teach remaining classes through week 6 Begin teaching fifth class (a.m. or p.m.) during week 5 and teach through week 6 Begin teaching fourth class (a.m. or p.m.) during week 5 and teach through week 7 Begin teaching third class (a.m. or p.m. class) during week 4 and teach through week 7 Begin teaching second class (a.m. class) during week 3 and teach through week 7 Begin teaching first class (p.m. class) during week 2 and teach through week 7 Begin homeroom responsibilities during week 1 and continue through week 7							Teach remaining classes through week 13 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 11 and teach through week 14 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 9 and teach through week 14 Begin teaching first class (p.m. class) during week 9 and teach through week 14 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 IMMERSION 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. Timely submission of all ED 410 reflections and course documentation.
3. Participation in ED 411 on-campus seminars.
-Successful completions of all required course activities in the ED 411 experience.
4. Completion of all requirements and documentation for the College Supervisor.
5. Completion of the electronic portfolio.

B. Guidelines for preparation of the Electronic Portfolio:

1. Use of Google Sites and Google Drive (see Electronic Portfolio Handbook).
2. Clear and concise design (see Electronic Portfolio Handbook).
 - 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 (see Electronic Portfolio Handbook).
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 in the Electronic Portfolio Handbook. The electronic portfolio may be presented “one on one” to the college supervisor, if the supervisor wishes, at a date determined by the supervisor and student. **Late submissions will receive a penalty according to the policy of the ED 411 course. **Candidates must earn at least an 80% (ED 411) on the e-Portfolio before his/her teaching application can be submitted to PDE (SVC Education Department Policy).**

E. Exit Interview:

At the end of the semester, upon completion of ED 400 and ED 411 requirements 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 electronic portfolio and supporting certification documents 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 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. It is expected that students may use artifacts from previous courses as evidence in the capstone electronic portfolio. See the ED 410 syllabus for more specific details.

G. Students with Disabilities:

Students with disabilities who may be eligible for academic accommodations and support services should contact Ms. Marisa Carlson, Assistant Dean of Studies, 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.

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 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:

This course is the internship experience in which the student teacher shall be in attendance every day from the college-designated first day until the college-designated final day with the dates between those extremities following the placement site's school calendar. Strong attendance is expected in student teaching. Make up time is determined by the College Supervisor and/or the Field Director. Students are usually scheduled to attend 70 school days (or the equivalent of 14 weeks—7 weeks in each placement if split). Up to 3 days of absences may be excused and not made up for reasons such as college designated job fairs, employment opportunity, illness, etc. District-scheduled early dismissals, in-services, and snow-delay days are all considered full school days. In the case of school closures due to COVID, required number of days/hours may change based on direction from the Pennsylvania Department of Education. Until we get a better picture of schools reopening, we will not know the exact first day of each student teacher.

Saint Vincent College recognizes that the current pandemic situation complicates face-to-face attendance for many students. The tradition of face-to-face classes is at the heart of a liberal arts education and we value the way that being physically present in the same space promotes dynamic interactions and community building. As such, we are making these opportunities available as much as possible. At the same time, in order to minimize risk of disease transmission, SVC has modified classroom arrangements and instructors are modifying their modes of instruction to make the best and safest use of space, while also utilizing technology-based modes of instruction that have been shown to meet our learning objectives. The Saint Vincent policy for Fall 2020 and Spring 2021 is that no student can be penalized for not being physically present in a classroom. Each instructor will establish a course-specific attendance contingency plan that incorporates alternative modes of instruction and attendance for students who are required to quarantine, or who have secured accommodations through the Director of COVID 19 Accommodations.

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. Coaching or Extra-curriculars (paid or unpaid):

Candidates are permitted to accept paid and non-paid positions for coaching or extra curriculars while participating in student teaching and pre-student teaching activities. These activities cannot take the place of regular student teaching field hours since coaching responsibilities are not a match with the acceptable field activities identified by the PA Department of Education. Students may not leave school early to participate in contests or practices, but are welcome to participate in any contest, practice, or extra-curricular activity which occurs outside of assigned school hours.

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) an administrative team from 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 Withdrawal or Involuntary Dismissal from ED 410 can be found on page 14 of this Handbook.

Voluntary* Withdrawal from ED 410 Field Experience V: Student Teaching Internship

In the event that a pre-student teacher cannot fulfill the requirements for ED 410/411 for personal or medical reasons, the following withdrawal procedure will be followed.

1. The student teacher and/or the College Supervisor must notify the Director of Field Placement of the voluntary withdrawal from pre-student teaching. Once notified, the Director of Field Placement will schedule a meeting to discuss the procedure.
2. Prior to the meeting, a written request for withdrawal will be made by the student teacher. This request must contain information that specifies why the student teacher candidate is unable to complete. The request should include documentation of the reasons for withdrawal (i.e. a medical excuse; deployment orders, etc.).
3. Upon receipt of the withdrawal request and at the conclusion of the meeting, a “Contract for Reentry to Student Teaching” will be developed and provided to the candidate.
 - Candidates will be permitted to re-enter student teaching at a later time. Voluntary withdrawal candidates must reenter within five (5) years of their last methods course taken at Saint Vincent College.
4. Since candidates will only be given one (1) additional opportunity to return to 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 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 student teachers.
5. Regardless of withdrawal or dismissal classification, candidates that are dismissed from a second attempt 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, FMLA, bereavement, etc.

Involuntary Dismissal from ED 410 Field Experience IV: Pre-Student Teaching Internship**

In the event that a student teacher does not fulfill the requirements for ED 410/411 as initially arranged by Saint Vincent College, the following dismissal procedure will be followed.

1. When a candidate is struggling, it is the policy of Saint Vincent College Education Department to promote growth, intervention, and support before enacting dismissal consequences. Support and intervention have many conduits and can include, but are not limited to: additional observations of lessons by the College Supervisor and/or other Education Faculty, interventions for skill improvement in various domains (modeled teaching, team teaching, taping of lessons for mentored review with the candidate, additional on-campus meetings with the College Supervisor, etc.) or other prescribed plans or timelines for intervention.
2. The College Supervisor must notify the Director of Field Placement of struggling candidates. Candidates who are struggling and at risk for involuntary dismissal or failure of student teaching, will meet with a team of faculty that includes the College Supervisor, Field Placement Director, Certification Officer, Education Advisor, and/or Director or Chairperson of their program. Once notified, the Director of Field Placement will schedule a meeting with the student and their Intervention Team to discuss an Intervention Plan/Contract for Improvement. In the event a school district or student contacts the Director of Field Placement before the College Supervisor, a pre-meeting will occur in which the College Supervisor will be made aware of the reason for pending dismissal. Depending on the severity of the infraction, plans for improvement may not be offered.
3. The Intervention Team designs intervention plans/contracts for improvement and their corresponding timelines. In the event that a reentry contract and/or intervention plan are not followed, 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 the violation(s). In the event that the candidate continues to not adhere or improve as specified, he/she will be graded accordingly and/or removed from the experience. Students should note the importance of improvement plans, as a lower grade level in ED 410/411 can greatly impede job finding.

4. 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 student teacher candidate is unable to complete or is inadequately completing the required field experience assignment. Documentation should include, but are 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.
5. If re-entry is permitted, A "Contract for Reentry to Student Teaching" will be developed and provided to the candidate following dismissal.
 - 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. Involuntarily dismissed candidates must reenter within (1) year from their last methods course. Consistency or change of the assigned placement cannot be guaranteed.
 - The contract for reentry will include an itemized agreement that will designate areas that must improve immediately upon return to student teaching. Dismissed student teacher candidates must sign the reentry contract including the list of areas for improvement in the event that performance issues are in question.
6. In the event that a reentry contract and/or improvement itemized agreement are not followed during the second attempt, 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 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.
7. Since candidates may only be given one (1) additional opportunity to return to 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 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 student teachers.
8. 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.

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

Electronic Portfolio

The student teaching seminars in 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 an electronic teaching portfolio. This section focuses on the requirements for an electronic portfolio, which will aid in obtaining a teaching position.

I. 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 is required. Students are required to complete the electronic portfolio according to the guidelines in the Electronic Portfolio Handbook. The electronic portfolio must be submitted to the college supervisor at a pre-determined date. The electronic portfolio will match the Danielson Framework, and the PDE 430 Form.
- B. Each section of the electronic portfolio will contain artifacts that demonstrate success as a future teacher. Remember that the electronic portfolio will be seen by professionals in the teaching field.

Note: If pictures or videos of students are included, be sure that parental permission to include the media in the portfolio has been obtained. Even with permission, students should use technology to blur or hide student faces and names to protect their identities.

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 portfolio. Only include the pictures of students for whom signed permission slips have been received.

- C. Graded evaluation of the electronic portfolio will be made by the ED 411 instructor. Candidates must earn at least an 80% (ED 411) on the e-Portfolio before his/her teaching application can be submitted to PDE (SVC Education Department Policy).
- D. Consider the Danielson Framework for Teacher Evaluation, the INTASC standards, and the PDE Student Teaching Competencies when choosing artifacts for the electronic portfolio.

PDE 430 Categories Matched to the Interstate New Teacher Assessment and Support Consortium (INTASC) 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.

Student Teaching Competencies-PA Department of Education
All Instructional Certificates Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12,
Secondary 7-12; Teacher

A. Planning and Preparation

The candidate:

1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.
3. Plans instruction that is responsive to the age and/or related characteristics of their students.
4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.

B. Classroom Environment

The candidate:

1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Engages in proactive communication with families and community contacts.
6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery

The candidate:

1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
4. Uses instructional technology and assesses its impact on student learning.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
10. Clearly communicates instructional goals, procedures and content.
11. Accesses communication technologies to communicate with families regarding student progress.

D. Professional Conduct

The candidate:

1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
4. Avoids inappropriate relationships, conduct and contact with students.
5. Applies safety precautions and procedures.
6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

E. Assessment

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
7. Assesses their own professional growth through focused self-reflection.

F. Knowledge of Diverse Learners

The candidate:

1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Promotes a positive learning environment that values and fosters respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Supports the growth and development of all students, particularly those traditionally underserved.
5. Communicates with and engages families, caregivers and the broader community.

Student Teacher: _____

WEEKLY LOG OF STUDENT TEACHING FIELD EXPERIENCE ATTENDANCE

Goal: To verify weekly attendance requirements for student teaching field experience.

Enduring Understanding: Strong attendance fosters teacher professionalism and consistency with students.

Directions: Candidates are required to attend their placement(s) every district school day between the first day of the semester and the last scheduled day indicated on page ii. Any absence due to illness or other extreme circumstance must be sent through the college supervisor prior to the absence. Absences must be documented and may require make-up. *

Week #	# Days attended	TOTAL HOURS	WEEKLY RESPONSIBILITIES	COOP INITIALS**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Make-up				
Total Days				

* Note: Students are initially scheduled to attend 70 school days; district-scheduled early dismissals, in-services, and snow-delay days are all considered full school days. Students are permitted 3 days documented absence due to illness, employment opportunities, or bereavement. If a student has any less than 67 days due to absences or snow cancellation days, time may need to be made up either during the flex or finals weeks. The total number of days is likely to be revised this semester with college early start as well as possible COVID impact. An original log must be turned in to the College Supervisor at the end of the semester for the permanent record.

** Note: Requires Initials of cooperating teacher (may be signed at end of placement; multiple sheets may be used).

FREQUENT COMMUNICATION

Purpose: Since the College Supervisor is not a member of the candidate's assigned school community, it is expected that the candidates will communicate frequently with the College Supervisor to report activities, events, observations, growth, and needs. At the beginning of the semester it is expected that the student teacher will communicate by email with their instructor at least **once a week** to establish how he or she is adjusting. As the semester proceeds, the College Supervisor will determine, based on student need and skill, if communication should be more or less frequent.

Suggested topics for the weekly email: What the candidate is currently teaching; plans for formal observations; classroom concerns; questions about improving areas of instruction; future plans for the next week; special events; possible absences for interviews or job fairs; etc. If the supervising teacher is also the professional seminar teacher, this requirement may be revised because of frequent seminar meetings.

REFLECTION REQUIREMENT

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 to new facts and ideas to formulate new meaning regarding the teaching/learning experience. There are **eight (8)** required reflections during the ED 410 experience. Each of these reflections should be constructed following a formal observation from the Cooperating Teacher or the College Supervisor. Though these reflections are not graded with a point system, there are certain criteria that should be met to ensure they are of professional quality. The checklist on the next page can be used by the College Supervisor to help the teaching candidate develop professional reflection skills. Any incomplete or unprofessional reflections should be returned for revision. Continued unprofessional reflections will affect a candidate's professionalism rating on their formal observations and evaluation forms.

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
- 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/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 2 two pages typed, font Times New Roman (12 point, double-spaced)

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

SUGGESTED CHECKLIST FOR REQUIRED PROFESSIONAL REFLECTIONS

NAME: _____ Supervisor: _____

DATE OF LESSON: _____ DATE OF REFLECTION: _____

Lesson Reflection Checklist

I. _____ **Format**

- *Correct heading (Name, Date, Lesson Taught, etc)
- *Length of reflection – minimum 2 pages
- * Double-spaced using Times New Roman font - 12 point
- **Professionally written: free of grammatical/spelling errors*
- *Submitted on time (within one week of the lesson date).

II. _____ **Description of lesson activities**

- *Describe lesson(s) you taught.
- *What made the lesson effective?
- *What activities did you include to support lesson objectives?
- *How were the students engaged?
- *How did you measure student learning?

III. _____ **Analysis of lessons or instruction**

- * Identify specific teaching strategies and skills for this lesson.
- *What part of the lesson(s) went particularly well?
- *Explain how the lesson(s) could be improved.
- *Describe any behavior concerns and how you responded.
- *How did you close the lesson(s)?

IV. _____ **Professional Growth**

- *Identify experiences that contributed to your professional growth as an educator.

VI. _____ **Charlotte Danielson's Framework for Teaching**

- * How did components of this lesson meet the Danielson Framework?
(specific code quotes not necessary, but identify strategies, ideas, and/or lessons learned in individual domain(s).)

VII. _____ **Future Plans:**

- * How will this lesson inform your future practice and upcoming instructional responsibilities?

DUE DATES, LESSON PLANS, & FORMS

The following section discusses due dates of the midterm and final evaluations for split and single placements. Samples of lesson plans and forms are also included.

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

1. LESSON OBSERVATION FORM: During the semester, the candidate will teach a total of **eight (8)** formally observed lessons. **Four (4)** of these lessons are observed by the College Supervisor (two before midterms & two after). The cooperating teacher(s) observes the remaining **four (4)** formal lessons planned and taught by the candidate during the semester. Cooperating teachers who only have the student for a 7-week placement complete **two (2) observations per half semester** [See pages 31-33]

Date(s) by Which Formal Observation 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 34-36]

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

PreK-4 and MIDDLE GRADE *	9/18/2020 and 10/30/2020
K-12 SPLIT ASSIGNMENT*	9/18/2020 and 10/30/2020
SECONDARY SPLIT ASSIGNMENT*	9/18/2020 and 10/30/2020
K-12 or SECONDARY SINGLE	10/9/2020

3. FINAL EVALUATION FORM (final evaluation and letter grade) [See page 37-39]

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

PreK-4 and MIDDLE GRADE*	10/9/2020 and 11/20/2020
K-12 SPLIT ASSIGNMENT*	10/9/2020 and 11/20/2020
SECONDARY SPLIT ASSIGNMENT*	10/9/2020 and 11/20/2020
K-12 or SECONDARY SINGLE	11/20/2020

*Note: PreK-4 and MIDDLE GRADE, K-12, or secondary level student teachers **with split assignments** will have midterm & final evaluation report 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:

Abbreviated Plan Template:

After planning proficiency is determined by the College Supervisor, the student will be dismissed to plan in the same manner as the Cooperating Teacher. In the case that the Cooperating Teacher does not have to turn in daily/weekly lesson plans, the student must continue to use the elements of the Abbreviated Plan Template. Since the student teacher is still a novice, the template will provide structure of the elements needed for a quality lesson design.

Enduring Understandings/Essential Questions to be explored:

Standard or Core:

Learning Targets or Objectives:

Formative or Summative Assessments of Targets:

Abbreviated Procedures:

Adaptations for IEPs

Adaptations for GIEPs

*Any formal observation by the cooperating teacher or college supervisor must utilize the full SVC Lesson Plan.

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><i>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.</i></p>	
<p>Essential Questions: <i>What do you hope students will investigate?</i></p> <p><i>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.</i></p> <p><i>-How are the patterns of movement in the solar system observed and predicted?</i> <i>-How might day/night change if the pattern of movement in the Sun, Earth, and Moon system is changed?</i></p>	
<p>Essential Skills & Knowledge: <i>What knowledge & skills will students leave with?</i></p> <p><i>-how to calculate the position of a planet</i></p>	
<p>PA Common Core Standard:</p> <p><i>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.</i></p>	<p>Objective Derived from PA Common Core Standard: <i>Use the PA common Core Standard you have identified to help you frame you objective. The objective should be written in “teacher language and may be used over the course of more than one lesson.</i></p> <p style="text-align: center;">(A) audience (B) behavior (C) condition (D) degree</p>
<p>PA Academic Standard:</p> <p><i>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.</i></p>	<p>Objective Derived from PA Academic Standard: <i>Use the PA Academic Standard you have identified to help you frame you objective. The objective should be written in “teacher language” and may be used over the course of more than one lesson.</i></p> <p style="text-align: center;">(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 (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><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.

Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Student Teacher _____ Date _____ Grade _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Score Guide:

Please indicate a point value and rationale for each category based on the chosen rating. Fractional points are permitted. Total grade is out of 80 points.

<p>Below Basic (BB) Candidate is very limited; does not illustrate a working knowledge of the descriptors.</p> <p>POINT VALUE: 5-6</p>	<p>Basic (B) Candidate 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: 7-8</p>	<p>Proficient (P) Candidate 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; competent candidate.</p> <p>POINT VALUE: 9</p>	<p>Advanced (A) Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate.</p> <p>POINT VALUE: 10</p>
--	--	---	--

1. Planning and Preparation

<p>Candidate's plans are:</p> <ul style="list-style-type: none"> in the Saint Vincent College format, reflect the district curriculum/PA Standards/Common Core, contain clear and relevant behavioral (instructional) objectives, include adaptations/accommodations for students with special needs, contain sufficient detail and organization to be easily followed, evaluated, and taught. 	<p>Anecdotal Rationale/Suggestions</p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 5px;">BB</td> <td style="padding: 2px 5px;">B</td> <td style="padding: 2px 5px;">P</td> <td style="padding: 2px 5px;">A</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

2. Introduction to Learning

<p>Candidate:</p> <ul style="list-style-type: none"> assesses students' prior learning before proceeding with a new lesson, has a clear connection between appropriate prior and new learning, clearly communicates new learning goals/objectives in observable and measurable terms. motivates students to participate. 	<p>Anecdotal Rationale/Suggestions</p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 5px;">BB</td> <td style="padding: 2px 5px;">B</td> <td style="padding: 2px 5px;">P</td> <td style="padding: 2px 5px;">A</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

3. Delivery of Instruction

<p>Candidate displays:</p> <ul style="list-style-type: none"> ample knowledge, enthusiasm, interest in the subject matter and a positive attitude towards the class. <p>Candidate presents Info:</p> <ul style="list-style-type: none"> matched to the lesson objectives, sequenced so that the class can easily process at the proper level of difficulty adapted for diverse learners and students with special needs. In a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology. 	<p>Anecdotal Rationale/Suggestions</p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 5px;">BB</td> <td style="padding: 2px 5px;">B</td> <td style="padding: 2px 5px;">P</td> <td style="padding: 2px 5px;">A</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

4. Student Engagement

<p>Candidate uses:</p> <ul style="list-style-type: none"> varied questioning techniques and addresses multiple taxonomies or depths of knowledge. appropriate checks throughout lesson to insure that the students comprehend the concepts and skills. opportunities for active participation. <p>Students are:</p> <ul style="list-style-type: none"> held accountable for completing tasks. provided with immediate and specific feedback. <p>Candidate monitors:</p> <ul style="list-style-type: none"> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. 	<p>Anecdotal Rationale/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> <td style="text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

5. Guided and Independent Practice

<p>Candidate:</p> <ul style="list-style-type: none"> uses activities and/or assignments congruent with the learning goals/objectives. Provides expectations, procedures, and practices/models tasks prior to assigning independent practice. 	<p>Anecdotal Rationale/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> <td style="text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

6. Closure

<p>Candidate:</p> <ul style="list-style-type: none"> provides closure to give the students an opportunity to summarize the lesson. provides for a smooth transition to the next activity. 	<p>Anecdotal Rationale/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> <td style="text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

7. Classroom Environment

<p>Candidate:</p> <ul style="list-style-type: none"> offers a positive, safe, and secure environment conducive to learning. treats students with courtesy and respect. stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy. acknowledges desirable behaviors. eliminates down time. 	<p>Anecdotal Rationale/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> <td style="text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	BB	B	P	A				
BB	B	P	A							

8. Professionalism

<p>Candidate:</p> <ul style="list-style-type: none"> demonstrates professional dress and manner in conformity with the SVC Education Department Handbook. uses correct grammar, vocabulary, and expression in written and oral communications. delivers lesson in an effective volume and diction. is free of distracting mannerisms. conducts herself/himself in an ethical and professional manner. works effectively with other faculty and support personnel. 	<p>Anecdotal Rationale/Suggestions</p>	<p>BB</p> <table border="1"> <tr> <td></td> </tr> </table>		<p>B</p> <table border="1"> <tr> <td></td> </tr> </table>		<p>P</p> <table border="1"> <tr> <td></td> </tr> </table>		<p>A</p> <table border="1"> <tr> <td></td> </tr> </table>	
<p>Comments/Recommendations:</p>		<p>Total Points:</p>		<p>/80</p>					

Observer's Electronic Signature

**MID-TERM EVALUATION
ED 410 Student Teaching Internship
COOPERATING TEACHER EVALUATION**

**SAINT VINCENT COLLEGE
Education Department, Prep Hall
300 Fraser Purchase Road, Latrobe, PA 15650**

Please return this form by the date indicated on the Student Teaching handbook ~ Thank you

Student Teacher _____ Semester/Year _____ Grade Level _____
Cooperating Teacher _____ School _____
College Supervisor _____

Directions: In each of the four categories below, check the level of performance demonstrated for each indicator.

<p>Below Basic (BB) Candidate is very limited; does not illustrate a working knowledge of the descriptors.</p>	<p>Basic (B) Candidate 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) Candidate 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; competent candidate.</p>	<p>Advanced (A) Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate.</p>
---	---	--	--

I. Planning and Preparation: The student teacher candidate demonstrates thorough knowledge of content area and pedagogical skills in planning and preparation; student teacher makes plans and sets goals based on content to be taught/learned, his/her knowledge of assigned students, and the instructional content.

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. Goals and lesson plans reflect knowledge of content.				
2. Plans incorporate a variety of strategies and techniques.				
3. Incorporates Pennsylvania K-12 Academic Standards in goals and objectives				
4. Knowledge of students and how to use this knowledge to impart instruction				
5. Use of appropriate resources, materials, or technology.				
6. Instructional goals that show a recognizable sequence with adaptations for individual student needs.				
7. Assessments of student learning aligned to the instructional goals and adapted as required for student needs.				
8. Best practices in construction of lesson plans and setting instructional goals.				
9. Plans are relevant, sequential, and contain sufficient detail.				
Comments & Feedback:				

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

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. High expectations for student achievement.				
2. Respect for student effort and quality of work.				
3. Attention to equitable learning opportunities for students.				
4. Interactions between teacher and students and among students.				
5. Effective classroom routines and procedures resulting in little or no loss of instructional time.				
6. Clear standards of conduct and effective management of student behavior.				
7. Attention given to safety in the classroom.				
8. Ability to establish and maintain rapport with students.				
Comments & Feedback:				

III. Instructional Delivery: The student teacher candidate, through knowledge of content, pedagogy and skill in delivering instruction, consistently engages students in learning by using a variety of instructional strategies

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. Use of knowledge of content and pedagogical theory through their instructional delivery.				
2. Instructional goals reflecting Pennsylvania K-12 standards.				
3. Communication of procedures and clear modeling and explanations of content.				
4. Use of instructional goals that show a recognizable sequence, clear student expectations and adaptations for individual needs.				
5. Use of questioning and discussion strategies that encourage many students to participate and holds students accountable for the learning.				
6. Engagement of students in learning and adequate pacing of instruction.				
7. Ability to provide timely and specific feedback to students on their learning.				

III. Instructional Delivery: (continued)

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
8. Use of informal and formal assessments to monitor student learning.				
9. Flexibility and responsiveness in meeting the learning needs of students.				
10. Integration of disciplines within the educational curriculum.				
11. Conformity to school and district policies in grading student work.				
Comments & Feedback:				

IV. Professionalism: The student teacher candidate demonstrates qualities and behaviors that characterize a professional person in aspects that occur in and beyond the classroom.

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. Compliance with school and district procedures and regulations related to teacher attendance, punctuality and responsibilities.				
2. Compliance with district requirements for maintaining accurate records and communicating with families.				
3. Knowledge of school and/or district events.				
4. Knowledge of the district's and college's professional growth and development opportunities.				
5. Integrity and ethical behavior, professional conduct as stated in <i>PA Code of Professional Practice</i> ; and local, state, and federal laws and regulations.				
6. Effective communications, both oral and written, with students, parents, colleagues, and district personnel.				
7. Ability to cultivate professional relationships with school colleagues.				
8. Knowledge of Commonwealth requirements for continuing professional development and licensure.				
Comments & Feedback:				

Overall Score:

Below Basic **Basic** **Proficient** **Advanced**

The letter grade I recommend is _____ (+ /-) Do you recommend this Student Teacher for certification? Yes _____ No _____

Cooperating Teacher's Electronic Signature

Date

**FINAL EVALUATION
ED 410 Student Teaching Internship
COOPERATING TEACHER EVALUATION**

**SAINT VINCENT COLLEGE
Education Department, Prep Hall
300 Fraser Purchase Road, Latrobe, PA 15650**

Please return this form by the date indicated on the Student Teaching handbook ~ Thank you

Student Teacher _____ Semester/Year _____ Grade Level _____
Cooperating Teacher _____ School _____
College Supervisor _____

Directions: In each of the four categories below, check the level of performance demonstrated for each indicator.

<p>Below Basic (BB) Candidate is very limited; does not illustrate a working knowledge of the descriptors.</p>	<p>Basic (B) Candidate 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) Candidate 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; competent candidate.</p>	<p>Advanced (A) Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate.</p>
---	---	--	--

I. Planning and Preparation: The student teacher candidate demonstrates thorough knowledge of content area and pedagogical skills in planning and preparation; student teacher makes plans and sets goals based on content to be taught/learned, his/her knowledge of assigned students, and the instructional content.

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. Goals and lesson plans reflect knowledge of content.				
2. Plans incorporate a variety of strategies and techniques.				
3. Incorporates Pennsylvania K-12 Academic Standards in goals and objectives				
4. Knowledge of students and how to use this knowledge to impart instruction				
5. Use of appropriate resources, materials, or technology.				
6. Instructional goals that show a recognizable sequence with adaptations for individual student needs.				
7. Assessments of student learning aligned to the instructional goals and adapted as required for student needs.				
8. Best practices in construction of lesson plans and setting instructional goals.				
9. Plans are relevant, sequential, and contain sufficient detail.				
Comments & Feedback:				

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

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. High expectations for student achievement.				
2. Respect for student effort and quality of work.				
3. Attention to equitable learning opportunities for students.				
4. Interactions between teacher and students and among students.				
5. Effective classroom routines and procedures resulting in little or no loss of instructional time.				
6. Clear standards of conduct and effective management of student behavior.				
7. Attention given to safety in the classroom.				
8. Ability to establish and maintain rapport with students.				
Comments & Feedback:				

III. Instructional Delivery: The student teacher candidate, through knowledge of content, pedagogy and skill in delivering instruction, consistently engages students in learning by using a variety of instructional strategies

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. Use of knowledge of content and pedagogical theory through their instructional delivery.				
2. Instructional goals reflecting Pennsylvania K-12 standards.				
3. Communication of procedures and clear modeling and explanations of content.				
4. Use of instructional goals that show a recognizable sequence, clear student expectations and adaptations for individual needs.				
5. Use of questioning and discussion strategies that encourage many students to participate and holds students accountable for the learning.				
6. Engagement of students in learning and adequate pacing of instruction.				
7. Ability to provide timely and specific feedback to students on their learning				

III. Instructional Delivery: (continued)

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
8. Use of informal and formal assessments to monitor student learning.				
9. Flexibility and responsiveness in meeting the learning needs of students.				
10. Integration of disciplines within the educational curriculum.				
11. Conformity to school and district policies in grading student work.				
Comments & Feedback:				

IV. Professionalism: The student teacher candidate demonstrates qualities and behaviors that characterize a professional person in aspects that occur in and beyond the classroom.

Student teacher's performance appropriately demonstrates:	Below Basic	Basic	Proficient	Advanced
1. Compliance with school and district procedures and regulations related to teacher attendance, punctuality and responsibilities.				
2. Compliance with district requirements for maintaining accurate records and communicating with families.				
3. Knowledge of school and/or district events.				
4. Knowledge of the district's and college's professional growth and development opportunities.				
5. Integrity and ethical behavior, professional conduct as stated in <i>PA Code of Professional Practice</i> ; and local, state, and federal laws and regulations.				
6. Effective communications, both oral and written, with students, parents, colleagues, and district personnel.				
7. Ability to cultivate professional relationships with school colleagues.				
8. Knowledge of Commonwealth requirements for continuing professional development and licensure.				
Comments & Feedback:				

Overall Score:

Below Basic

Basic

Proficient

Advanced

The letter grade I recommend is _____ (+ /-) Do you recommend this Student Teacher for certification? Yes _____ No _____

Cooperating Teacher's Electronic Signature

Date

Notes: