ED 410 FIELD EXPERIENCE V:
STUDENT TEACHING INTERNSHIP

Student Teaching Handbook

Saint Vincent College

education.stvincent.edu

SAINT VINCENT COLLEGE

ED 410 Student Teaching Schedule
Fall Semester 2017

Student teachers follow the <u>School District</u> calendar between
August 28, 2017 to December 8, 2017
Students with split assignments will move to new experience on October 17, 2017

August 28th   Student Teaching experience begins today.

September 20th   Mid Experience Report due for first placement of PREK-4 and
                                   Middle Grade, K-12, and Secondary student teachers with split assignments.

October 13th   Mid Evaluation Report due for secondary student teachers.

October 16th   Final Experience Report due for first placement of PREK-4 and
                                   Middle Grade, K-12, and Secondary student teachers with split assignments.

October 17th   PREK-4 and Middle Grade, K-12, and Secondary student teachers with
                                   split assignments move to second placement.

November 9th   Mid Experience Report due for second placement of PREK-4 and Middle
                                   Grade, K-12, and secondary student teachers with split assignments.

                                   Students follow their School District Calendar for Thanksgiving Break

December 8th   Last day for Student Teaching experience.

                                   Final Evaluation Report due on campus for second placement of PREK-4
                                   and Middle Grade, K-12 and Secondary student teachers with split
                                   assignment.

                                   Final Evaluation Report due on campus for secondary student teachers.

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Saint Vincent College
300 Fraser Purchase Road
Latrobe, PA

ED 410 SUPERVISOR

Section 3:   **Mr. Richard Volpatti**   **724-805-2096**   **richard.volpatti@stvincent.edu**

Questions/Concerns Contact: Mrs. Taundra Krall – Director of Field Experience
724-805-2224 *or* taundra.krall@stvincent.edu

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**:**

Introduction

1

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, 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. PreK-4 and Middle Grade student teachers will have two placements, each lasting approximately 7weeks.

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 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 23-24 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 25-27 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 28-30 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 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 23-24 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 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.

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 15-16 in 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.

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 5-6.

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
PreK-4 or Middle Level Split Assignments

Weeks 1–7	Weeks 8–14
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)

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
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)
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
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 (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 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 consult Ms. Marisa Carlson, Director of Academic Accommodations and Academic Advisor, by phone 724-805-2828, email marisa.carlson@stvincent.edu or by appointment (Academic Affairs-Headmasters Hall). Reasonable accommodations do not alter the essential elements of any course, program or activity. The Notification of Approved Academics 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:
    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, the Director of Field Experience 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. Deportment 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 required 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.

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Portfolio

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Final Portfolio

The student teaching seminars and 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 Danielson Standards, and the PDE 430 Form.

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 teachers 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 is required. Students are required to complete the electronic portfolio according to the guidelines (pages 6, 10 and 11 in the Electronic Portfolio Handbook). The electronic portfolio must be submitted to the college supervisor at a pre-determined date.

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.

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 to 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 2 two pages typed, font Times New Roman (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 was learned about teaching? How might the lesson be changed to reflect improvement?

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

3

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 23-24]
   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 25-27]
   Date(s) by Which Report(s) Must Be Received On Campus by the College Supervisor:
PreK-4 and MIDDLE GRADE *	9/20/2017 and 11/9/2017
K-12 ASSIGNMENT*	9/20/2017 and 11/9/2017
SECONDARY SPLIT ASSIGNMENT*	9/20/2017 and 11/9/2017
SECONDARY LEVEL	10/13/2017

3. FINAL EVALUATION FORM (final evaluation and letter grade) [See page 28-30]
   Date(s) by Which Report(s) Must Be Received On Campus by the College Supervisor:
PreK-4 and MIDDLE GRADE*	10/16/2017 and 12/8/2017
K-12 ASSIGNMENT*	10/16/2017 and 12/8/2017
SECONDARY SPLIT ASSIGNMENT*	10/16/2017 and 12/8/2017
SECONDARY LEVEL	12/8/2017

*Note: PreK-4 and MIDDLE GRADE, 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.

Name of Student Teacher: _____

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

Cooperating Teacher's Initials/Signature Pre-Approving this Lesson_____

Stage 1 – Desired Results

Enduring Understandings:
Use unit plan big ideas & situated context/your established unit plan goals

Essential Questions:
What do you hope students will investigate?

Essential Skills & Knowledge:
What knowledge & skills will students leave with?

PA Common Core Standard:	Objective Derived from PA Common Core Standard:
PA Academic Standard:	Objective Derived from PA Academic Standard:

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

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

Enduring Understandings:
Use unit plan big ideas & situated context/your established unit plan goals

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**.

Essential Questions:
What do you hope students will investigate?

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.*
-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?

PA Common Core Standard:	Objective Derived from PA Common Core Standard:

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.*	*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.*
	     (A) audience
	     (B) behavior
	     (C) condition
	     (D)*degree*

PA Academic Standard:
 	
 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.*
	Objective Derived from PA Academic Standard:
	 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.
	     (A) audience
	     (B) behavior
	     (C) condition
	     (D) degree

Stage 2 – Assessment Evidence	Stage 3 – Learning Plan	
This lesson occurs in the unit (check one): __Beginning __Middle __End	**Introduction, Value Statement, and Motivation** *How will you inform students of lesson's purpose, connect to the previous lesson, and "hook" the students into learning?* *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.*	**Time**
Formative Assessment: *Break your objectives into small tasks* **Learning Target A**: *Student-friendly language "I can…"* **Look for**: *How do students know target is met?* **Learning Target B** *(if applicable)***:** **Look for:** **Learning Target C** *(if applicable):* **Look for:**	**Procedures and content presentation** *Provide instruction for each learning target; include modeling, guided practice, feedback and transitions. Attach notes.* *The Learning Target must be shared with the students. Use the following questions to assist you in writing your targets.* *-What will the student be able to do when he/she finishes today's lesson?(condition)* *-What idea, topic, subject is important for the student to learn and understand so he can use this information? (behavior)* *-How will I be asked to show that he can do this? How well will I have to do this action? (degree)* *- For each Learning Target what will I use as the assessment to show that the student has accomplished the learning target?* *(TO)* *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.* *(WITH)* *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.* -	**Time**
Evidence of Understanding: *List performances and checks that demonstrate targets are met.* The student must perform the objective/skill on his/her own.	**Summary and Closure** *(BY)* *The teacher will give a summary of the lesson making sure that the objective is repeated.* *The students will show understanding by performing some observable task or activity.*	**Time**

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:	Enrichment for Gifted Support Students:
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.	*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 <u>need</u> 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.

<u>Include</u>

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

<u>Examples of Methods</u>

- **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**

```
Introduction
Value
Statement
Motivation
 "Hook"
```

Lesson Timeline
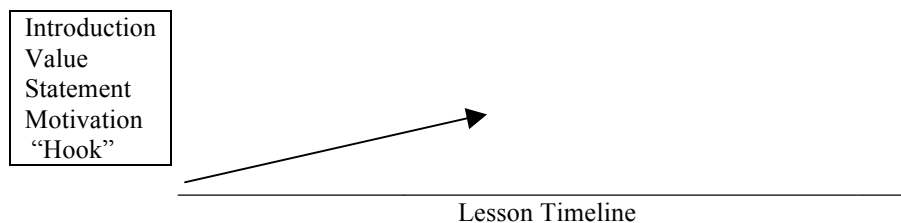
LESSON CLOSURE

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 won 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?

```
┌──────────────┐                                    ┌──────────────┐
│              │                                    │  Closure     │
│   "Hook"     │                                    │              │
│              │                     ◄────────────  └──────────────┘
└──────────────┘
        _____
                    Lesson Timeline
```

22

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)**:**

Below Basic (BB)	Basic (B)	Proficient (P)	Advanced (A)
Student is very limited; does not illustrate a working knowledge of the descriptors	Student can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient	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	Student motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability that appears to out perform the descriptors beyond most students or teachers
POINT VALUE: 5	**POINT VALUE: 7**	**POINT VALUE: 9**	**POINT VALUE: 10**

1. Planning/Preparation: Written Lesson Plan

Student's plans are: ❏ in the Saint Vincent College format, ❏ reflect the district curriculum/PA Standards, ❏ contain clear and relevant behavioral (instructional) objectives, ❏ include adaptations/ accommodations for pupils with special needs, ❏ contain sufficient detail and organization to be easily followed, evaluated, and taught.	**Anecdotal Response/Suggestions**	BB	B	P	A

2. Anticipatory Set: Motivation Techniques

Student: ❏ assesses pupil's prior learning before proceeding with a new lesson, ❏ has a clear connection between appropriate prior and new learning, ❏ clearly communicates new learning objectives in observable and measurable terms.	**Anecdotal Response/Suggestions**	BB	B	P	A

3. Delivery: Strategies and Materials

Student displays: ❏ ample knowledge, enthusiasm, ❏ interest in the subject matter and a positive attitude towards the class. Student presents Info: ❏ matched to the lesson objectives, ❏ sequenced so that the class can easily process at the proper level of difficulty ❏ adapted for special needs ❏ in a variety of appropriate strategies, materials, by using technology when needed	**Anecdotal Response/Suggestions**	BB	B	P	A

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

Student uses: ❑ proper questioning techniques ❑ ample checks throughout lesson to insure that the pupils comprehend the concepts and skills Pupils are: ❑ actively participating ❑ held accountable for completing tasks ❑ provided with immediate and specific feedback. Student monitors: ❑ lesson progress ❑ adjusts the lesson as needed.	**Anecdotal Response/Suggestions**	**BB**	**B**	**P**	**A**

5. Guided and Independent Practice: Extending Activities

❑ Student uses activities and/or assignments congruent with the objectives. Student provides expectations, procedures, and practices/models tasks prior to assigning independent practice.	**Anecdotal Response/Suggestions**	**BB**	**B**	**P**	**A**

6. Evaluation/Closure: Concluding Strategies

❑ Student provides closure **before** independent practice to give the pupils an opportunity to summarize the lesson.	**Anecdotal Response/Suggestions**	**BB**	**B**	**P**	**A**

7. Classroom Environment/Classroom Management

Student: ❑ offers a positive, safe, and secure environment conducive to learning. ❑ treats pupils with courtesy and respect. ❑ stops, identifies, and immediately corrects inappropriate behavior	**Anecdotal Response/Suggestions**	**BB**	**B**	**P**	**A**

8. Communication Skills: Professionalism

Student: ❑ 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 ❑ is able to work effectively with other personnel	**Anecdotal Response/Suggestions**	**BB**	**B**	**P**	**A**

Comments/Recommendations:

_____   _____
     Student Signature   Observer's Signature