**PPK-12 Integrated STEM EDucation ENdorsement**

Program Overview & Handbook



Saint Vincent College Education Department

education.stvincent.edu

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Chapter

1

Welcome to the Integrated STEM Education Endorsement

**I. Introduction**

## **MISSION STATEMENT**

The Saint Vincent College Integrated STEM Education Endorsement is designed to offer the opportunity for newly certified and in-service teachers to enhance their professional capacity to respond to the increasing demand for expertise in teaching in a STEM-enriched environment and curriculum. Offering the Integrated STEM Education Endorsement reflects Saint Vincent College’s well-established commitment to providing today’s teachers with the knowledge, skill set, and competencies to leverage tools to meet the needs of 21st century students and school districts alike. Completing the Integrated STEM Education Endorsement will strengthen the instructional expertise and employability of newly certified teachers and present in-service teachers with a unique professional development opportunity.

Central to the mission of Saint Vincent College is to offer educational choices that allow men and women to pursue professional aims that serve a broader human purpose. Given that technological and maker tools play a rapidly growing and integral role in people’s social, cultural, and professional lives, obtaining an Integrated STEM Education Endorsement strengthens teachers’ preparation for fostering PK-12 students’ capacity to access 21st century educational and career pursuits.

NEEDS AND DEMANDS FOR THE INTEGRATED STEM EDUCATION ENDORSEMENT

The Education Department of Saint Vincent College has long recognized the need to prepare today’s educators to embed the science, technological, engineering, and mathematic elements to PK-12 instructional design and delivery. Hence, our undergraduate coursework includes a clear commitment to building teacher candidates’ knowledge about and capacity to design and deliver STEM instruction. This commitment has led the department of seek advanced endorsement for integrated STEM education. Today’s STEM classroom is a non-traditional environment that shifts students away from learning discrete bits and pieces of phenomena and rote procedures and works toward investigating and questioning the interrelated facets of the real world. Saint Vincent strives to offer integrated STEM education to develop PK-12 student’s ability to think logically, solve problems, innovate in both academic and real-world contexts, engage in inquiry, collaborate with peers, and self-motivate. When explicit instruction does not make connections across STEM disciplines, isolated courses and coursework may prevent our students from building necessary competencies and connections among the four STEM disciplines. STEM education intentionally makes the connections across subjects where appropriate. It requires a pedagogical shift in instruction that connects education to students' own interests and experiences. STEM education is also meant to be equitable, providing all students’ opportunities to learn, develop, and acquire skills that will provide success in life

Thus, offering the Integrated STEM Education Endorsement is a logical next step in supporting newly certified and in-service teachers to develop the confidence and preparation to work effectively in a wide variety of STEM teaching and learning contexts. Today’s educators must be prepared to accept and effectively fulfill teaching responsibilities in makerspaces, design thinking, and related contexts as well as in school models that emphasize engineering, mathematics, and science. Their expertise must also include hybrid and blended learning instructional planning and delivery. Importantly, within all of these STEM contexts, teachers must have the knowledge, skill set, and competencies to apply research-based techniques for differentiation of instruction and assessment in the multiple integrated STEM environments in which they are likely to teach.

Uniquely, at Saint Vincent College teachers possessing a bachelor’s degree can choose to add-on an endorsement certification in integrated STEM education. This certification can also be earned through an M.S. degree in Curriculum and Instruction (C&I) or Instructional Design and Technology (IDT). These masters’ degrees comprises a well-established, well-articulated series of courses, thus affording educators the option of completing the Integrated STEM Education Endorsement only or continuing to obtain a master’s degree.

## **GOALS**

The principal goal of the Integrated STEM Education Endorsement is to support candidates in developing expertise in the specific domains of:

* Design and Development
* Delivery and Assessment
* Emerging Trends and Professional Responsibilities

Candidates will have the opportunity to*:*

* Develop expertise in instructional practices informed by the Next Generation Science Standards (NGSS) and PA Common Core as pertaining to PK-12 Integrated STEM education.
* Build the instructional knowledge and leadership skills to support and improve existing PK-12 STEM teaching and learning contexts as well as to respond to individual school and school district’s needs for the creation of new integrated STEM teaching and learning environments.
* Cultivate the capacity to analyze effective implementation of PK-12 STEM teaching and learning contexts including evaluation of success in meeting standards-based curricular goals.
* Acquire the capacity to make informed decisions around integrated STEM teaching and learning program’s effectiveness in supporting students to reach standards-aligned goals.
* Participate in a culminating field experience that affords candidates the opportunity to apply knowledge and expertise gained through coursework in a real world context.
* Candidates will be supported in gaining the competencies to work effectively in a variety of PK-12 integrated STEM teaching and learning contexts through a series of carefully designed courses, grounded in the Next Generation Science Standards (NGSS).

**II. COURSEWORK**

**PREREQUISITE FOR INTEGRATED STEM EDUCATION ENDORSEMENT**

To be admitted into the Integrated STEM Education Endorsement, candidates must have completed a baccalaureate program and/or hold an Instructional I or Instructional II Pennsylvania certificate.

## REQUIRED COURSES

The 12 credits listed below meet the required standards of the Integrated STEM Education Endorsement as set by the Pennsylvania Department of Education.

GCSC 608 Introduction to Integrated STEM Education

This course will introduce the guiding standards (NGSS, PA Common Core, etc.) and modern methodologies of STEM education in America. Historical and social context of the STEM fields will be presented in which students will be provided a foundation for design thinking. Students will connect STEM across the disciplines, use real-world references for developing STEM lessons, design situated learning contexts, and apply inquiry-learning techniques to foster a deeper understanding of creating opportunities in which students are directing instruction. This course will require exams and hands-on exercises. 3 credits

GCED 625 Instructional Technology

This course will apply the design-thinking model to the development of instructional content that uses technological resources for the classroom. This course will require students to assess, design, develop, implement, and evaluate a self-designed module prototype. Usability and formative assessment will be integrated into the design-redesign process. Careful consideration of target populations, audience adaptations, varying conditions, and needs data will be paramount in designing instructional modules. Students should have knowledge of basic computer applications and use. A developed module and authored e-learning project are required in this course. 3 credits

GCSC 648 Learning & Assessing STEM through the Maker Movement

This course will be held on-site in a design lab or makerspace similar to those found in schools and universities. Each Makerspace tool and element will be introduced in which students will be required to operate, adhere to safety precautions, and produce a product. In addition to learning the skills, students will design and develop units that will include multiple assessments and adaptations for diverse learners. Students will work collaboratively learn how use formulas and solve problems in mathematics, engineering, etc. to deepen lessons for a greater understanding. This course is hands-on and will require the development of lessons and units. 3 credits

GCSC 658 Applied Practicum in STEM Learning

In this authentic practicum will design, develop, and deliver STEM lessons to a variety of K-12 students or adult learners. During this practicum, students should follow the STEM Endorsement program and field handbook. The practicum will require a portfolio evidencing the competencies necessary for teaching STEM instruction. This practicum can be individualized to occur at the workplace of the student. The student should work in concert with a school district to help support STEM instruction both in the classroom and out. Student should expect to participate no less than 45 hours in this this practicum. 3 credits

**FACULTY**

The following faculty and adjunct instructors represent highly qualified instructors for the Integrated STEM Education Endorsement.

**GCSC 608 & GCSC 648**: Mr. Aaron Sams is the founder of Sams Learning Designs, LLC, Turn About Learning, LLC, and The Flipped Learning Network™. He has been an educator since 2000 and is currently the Director of Digital Learning at the Reformed Presbyterian Theological Seminary in Pittsburgh, PA and Assistant Professor at Saint Vincent College in Latrobe, PA. He taught Chemistry and AP Chemistry at Woodland Park High School in Woodland Park, Colorado and at Los Altos High School in Hacienda Heights, California. He was awarded the 2009 Presidential Award for Excellence in Math and Science Teaching. Aaron recently served as co-chair of the Colorado State Science Standards Revision Committee and serves as an advisor to TED-Ed. Aaron is co-author of *Flip Your Classroom: Reach Every Student in Every Class Every Day* and *Flipped Learning: Gateway to Student Engagement*. He frequently speaks and conducts workshops on educational uses of screencasts and The Flipped Classroom concept. He believes strongly in inquiry and in student-centered learning environments in which students are encouraged to learn and demonstrate their understanding in ways that are meaningful to them. Aaron brings a unique educational perspective to any audience with experience in public, private, and home schools in face-to-face, STEM, and blended learning environments.   He is a lifelong learner, reader, maker, and explorer. He can often be found making beer, roasting coffee, or figuring out a way to control either process with his computer and a voided warranty. He holds a B.S. in Biochemistry and an M.A.Ed. both from Biola University.

**GCED 625:** Dr. Veronica I. Ent is the Education Department Chairperson, Director of Graduate Studies in Education and Associate Professor of Education at Saint Vincent College, Latrobe, PA. In addition to her administration roles, she instructs graduate courses in curriculum design, instructional technology, and visual thinking and learning. Prior to joining Saint Vincent College, Dr. Ent was a high school librarian for Greensburg Salem School District for eight years. She completed her doctoral studies in 2001 at the University of Pittsburgh in Instructional Design and Technology where her research interests concentrated on human-computer interfacing, instructional media and design, and creativity in teaching. In addition to her doctorate, Dr. Ent holds two master’s degrees in Library Science and Art Education from Ohio University and a B.A. in Elementary Education from the University of Findlay. She is currently a Pennsylvania and Ohio certified elementary education teacher, instructional technologist, and PK-12 librarian.

**GCSC 658**:  Dr. Stacie Nowikowski is an associate professor in the undergraduate education department.  She is the current Director of Field Placement for the Pre-Student and Student teaching experiences.  She is an advisor for groups of students enrolled in the Early Childhood Certification Program.  Dr. Nowikowski coordinates the student teaching online portfolio system.  Her areas of research include methods for improving middle level teacher preparation especially in the areas of contemporary and STEM pedagogy. She is a past president for the Pennsylvania Professors for Middle Level Education.

## III. FIELD EXPERIENCE FOR INTEGRATED STEM EDUCATION ENDORSEMENT

**FIELD EXPERIENCE REQUIREMENT**

The program will include a field experience that appropriately synthesizes and applies program instruction in a real-world context. Candidates will work with program advisors to secure a PK-12 mentor in a school as a partner for this experience. Candidates will be required to complete fieldwork for a minimum of 45 hours by creating and conducting integrated STEM instruction, developing STEM materials through the use of a wide variety of tools, evaluating student work, designing appropriate assessments, and fulfilling other related instructional responsibilities for which their assigned mentor is responsible. All competencies will be experienced through this mentorship.

### COLLABORATING SCHOOLS FOR FIELD EXPERIENCE PLACEMENTS

The Saint Vincent College Education Department has developed partnerships with school districts in the surrounding area. Candidates in the Integrated STEM Education Endorsement can contact administrators, librarians, technology-education specialists, or teachers from area school districts to request a field experience mentor. Candidates who require assistance in connecting to field experience mentors will be assisted by course instructors and the program advisor. The educational institutions below represent a sampling of available schools in which candidates may fulfill the field experience:

* Intermediate Units: IU 7
* Greater Latrobe School District
* Derry School District
* Mt. Pleasant School District
* Ligonier Valley School District
* Dr. Robert Ketterer Charter School
* Any PK-12 school willing to provide a field experience mentor

**FIELD EXPERIENCE LOG**

To verify that field experience hours are completed, candidates must complete a field experience hour log (see Appendix A). Candidates should list the field experience location and supervisor contact information at the top of the hour log and record each date, the number of hours, and the activities completed during the field experience. Each candidate’s field experience mentor should initial the hour log on a daily basis and sign the log at the end of the field experience.

**FIELD EXPERIENCE COMPETENCIES VERIFICATION CHARTS**

In addition to the field experience log, candidates will verify that competencies in the domains of Course Design and Development, Delivery and Assessment, and Emerging Trends and Professional Responsibilities have been met by completing the charts below throughout the field experience. This verification will ensure that each competency is addressed through the field experience and allow candidates, site-based field experience mentors, and the program advisor, Dr. Veronica Ent, to track candidates’ progress toward the development of requisite competencies in each of the main domains. Candidates will select meaningful artifacts from the competencies verification charts for inclusion in a capstone final digital portfolio (described in Section V). Candidates should refer to the final digital portfolio evaluation rubric in (see Section VI) when deciding which artifacts to include.

|  |  |
| --- | --- |
| **Competency** | **Date Completed** |
| I. Design and Development |  |
| Develop and design STEM modules to be used in instruction |  |
| Create syllabus with objectives, course goals, course requirements and expectations, and a schedule |  |
| Attend a webinar on STEM teaching |  |
| Define participation and grading criteria within the STEM course |  |
| Create a STEM advocacy website for class use |  |
| Set up a well-organized STEM Lab |  |
| Incorporate online STEM lesson |  |
| Use cloud sharing for STEM instruction |  |
|  |  |
| II. Delivery |  |
| Teach or assist with a STEM design lab or makerspace |  |
| Demonstrate inquiry-based model |  |
| Demonstrate the problem-based model |  |
| Craft STEM homework for PK-12 students |  |
| Use internet integration activities – virtual field trip, scavenger hunt, webquest |  |
| Create videos to help students with difficult material |  |
| Introduce students to a variety of makerspace tools |  |
| Deliver content both synchronously and asynchronously |  |
| Create a screencast to demonstrate a skill |  |
| Use interactive learning activities –hands-on, virtual, collaborative learning |  |
| Provide STEM tutoring for students using STEM resources, as needed |  |
| Review and discuss robotics and engineering design |  |
| Research and discuss natural user interface and how it can be used in the classroom |  |
| Research and discuss digital design and how you can use it |  |
|  |  |
| III. Assessment |  |
| Develop a STEM assessment sample |  |
| Prepare a pre- and post-assessment |  |
| Utilize STEM-based grading system |  |
| Use peer assessment by providing rubric |  |
| Track student progress in course |  |
| Use a variety of assessments – integrated STEM quiz, peer assessment, student self-assessment |  |
| Develop rubrics |  |
| Use data to prepare assessments |  |
| Develop an assignment in which students will use project-based learning |  |
| Develop an assignment in which students will gain an authentic learning experience |  |
|  |  |
| IV. Emerging Trends and Professional Responsibilities |  |
| Communicate with students and parents |  |
| Foster more students and inform parents about the value to engage in STEM education |  |
| Provide students with timely, constructive feedback |  |
| Encourage collaboration and interaction among all students |  |
| Lead class discussion on netiquette |  |
| Be receptive to questions both in and out of class |  |
| Research the effects of underprivileged populations and the use of technology |  |
| Create an understanding of government laws in the use of technology, including the use of minors (include both legal and illegal) |  |

## PROFESSIONAL CONDUCT DURING THE FIELD EXPERIENCE

The field experience is an opportunity for candidates to develop the above-referenced competencies in the four main domains. Candidates are expected to exhibit the following professional behaviors throughout the field experience:

* + Adhere to the policies and philosophies of the hosting school, district, or business of the field experience location
  + Adhere to the Pennsylvania Code of Ethics
  + Practice professional conduct at all times
  + Demonstrate a positive regard for culture, religion, gender, and sexual orientation of students and staff
  + Be responsible, courteous, and dependable
  + Dress professionally
  + Abide by copyright laws and use of copyrighted educational materials in an ethical manner

**IV. PROGRAM DETAILS**

### REQUIRED CLEARANCES

* Act 151: Department of Public Welfare Child Abuse History Clearance
* Act 34: Pennsylvania State Police Request for Criminal Records Check
* TB Testing
* Act 114: FBI Fingerprinting Clearance

### INSTRUCTIONS FOR OBTAINING CLEARANCES

1. CHILD ABUSE: *(Must be completed yearly)*

* Go to the Child Welfare Portal at: [www.compass.state.pa.us/CWIS](http://www.compass.state.pa.us/CWIS). You must create an account or log in if you already have an account.
* When asked, mark the purpose of the clearance as “Employment.”
* Creating an account and submitting your clearance STEM will give you immediate access to your results or the status of your results if your application cannot be processed immediately.
* Cost will be $13.00.
* Print results of the clearance certificate.

1. CRIMINAL RECORD: *(Must be completed yearly)*

* Go to the Pennsylvania Access To Criminal History website:

http://epatch.state.pa.us/Home.jsp

* Click on “Submit a New Record Check.”
* Follow the instructions and click submit (it takes a few minutes to process).
* Print out the “Certification Form.”
* Cost will be $22.00.

# TUBERCULOSIS TESTING - TB Test: *(Required every two years)*

* Make an appointment with the Saint Vincent College Wellness Center by calling 724-805-2115. Testing can be done on Mon/Tue/Wed, as you must return two days later to be checked. The fee for the TB test will be $10.00.
* If you choose to get a TB test with your family doctor make sure to have a written document with date of the test, date it was read, results, doctor’s signature, and doctor’s medical ID#.

1. FBI FINGERPRINTING: *(Required once while a full-time student, but subject to additional testing depending on student status)*

Applicants must register prior to going to a fingerprint site. Registration can be completed STEM. There is a $23.85 registration fee. Please save your fingerprinting receipt with the UEID number; this number allows the Education Secretary to access your results.

* STEM Registration: Go to https://uenroll.identogo.com (available 24/7).
* Enter the following service code: 1KG6RT.
* Complete your fingerprinting appointment at a local site, such as Saint Vincent Public Safety. You will need to bring a valid form of photo ID to your appointment.

1. MANDATED REPORTER CLEARANCE:

* To complete this free, 3-hour training, go to <https://www.reportabusepa.pitt.edu/>. Complete the course titled, “Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in PA.”
* Once you have finished the course, print the certificate of completion.

### OBTAINING PROGRAM ENDORSEMENT & PA TEACHER CERTIFICATION

Students may add the Integrated STEM Education Endorsement as a post-baccalaureate with or without completing a master’s degree. If the student is not already teacher certified in Pennsylvania, the student must take the required education courses in a certification area, psychology, and state required core courses. Initial teacher certification also requires Field Experience IV: Pre-Student Teaching and Field Experience V: Student Teaching. Along with the required coursework, students must pass the required PAPA and PECT or Praxis exams for the initial teacher certification prior to adding the endorsement.

### APPLYING FOR THE INTEGRATED STEM EDUCATION ENDORSEMENT

All candidates need to use the Teacher Information Management System (TIMS) to submit for certification. Upon completion of the coursework and exams (if applicable), please go to [the](http://www.education.state.pa.us) TIMS website and complete all necessary application information. There will be a fee to add the Integrated STEM Education Endorsement.

Chapter

2

**DIGITAL PORTFOLIO**

## V. Final STEM Portfolio

The final STEM portfolio is the capstone product of the Integrated STEM Education Endorsement field experience. This final STEM portfolio must include artifacts met through the real-world authentic experience (field experience) outside of a Saint Vincent College course. Candidates should carefully select the artifacts that best demonstrate that competencies in each of the four principal domains of Design and Development, Delivery, Assessment, and Emerging Trends and Professional Responsibilities have been met.

Candidates are advised to share and discuss the integrated STEM portfolio with their field experience mentors to ensure that selected artifacts are representative of the competencies inherent in each of the four principal domains. Candidates should apply a variety of technological and digital tools in the design of the STEM portfolio. The goal is to design a creative, well-organized, and aesthetically appealing STEM portfolio that showcases the competencies attained throughout the required outside-of-coursework field experience needed to obtain the Integrated STEM Education Endorsement.

Note: If pictures of students are included in the STEM portfolio, parental permission must be obtained according to the school district’s policy. Candidates are responsible for ascertaining the school district’s policy regarding the use of photos or videos of students and for adhering strictly to said policy. If photos/videos are permitted and candidates wish to include them in the STEM portfolio, please submit parents’ signed permission slip stating that their child’s photo/video may be used in the STEM portfolio. Only include photos/videos of students for whom a signed parental permission slip has been obtained.

The STEM portfolio will be completed and reviewed upon completion of the 12 credits and prior to submission to TIMS. The GCSC 658 instructor will evaluate and approve the final portfolio (see Section VI below). Candidates whose STEM portfolios do not clearly reflect attainment of the competencies of each of the four main domains, as stipulated by the PA Department of Education, will be given specific feedback and an opportunity to improve the STEM portfolio within a timeframe set by the program advisor.

Only candidates who are provided with written approval by the program advisor will be authorized to submit verification to TIMS to add on the Integrated STEM Education Endorsement to an existing Instructional I or Instructional II teaching certificate.

## VI. Final Digital Portfolio Evaluation

**PROFESSIONAL STEM PORTFOLIO AND FIELD COMPETENCIES**

The field experience provides the foundation for the creation of the final STEM portfolio and represents attainment of the competencies required by the PA Department of Education for issuance of the Integrated STEM Education Endorsement. The program advisor will use the rubric below to evaluate and approve each candidate’s STEM portfolio.

Each artifact is worth ten points. Total points earned will be divided by total possible points (150) to determine a percentage grade for the final STEM portfolio. Candidates earning a percentage below 80% will be given an opportunity to revise their STEM portfolio within a timeframe determined by the program advisor.

10 = Outstanding artifacts that clearly demonstrate mastery of the competency

9 = Very good artifacts that indicate near mastery of the competency

8 = Satisfactory artifacts that indicate progress toward the competency

7 = Less than adequate artifacts that do not indicate sufficient progress toward the competency

6 = Unacceptable artifacts that do not indicate progress toward the competency

**FINAL STEM PORTFOLIO SCORING RUBRIC**

**Candidates must include this rubric when submitting the final digital portfolio. Please complete the “Portfolio Artifact” column prior to submission.**

|  |  |  |
| --- | --- | --- |
| **Domains**  **and**  **Competencies** | **Portfolio Artifact**  *Please provide evidence that each of the competencies in each domain were met through the field experience***.**  **Specifically list here:** | **Points**  *This column is to be completed by the program advisor* |
| **DESIGN AND DEVELOPMENT** |  |  |
| A. The STEM endorses teacher knows the primary concepts and structures of effective STEM instruction and is able to create learning experiences to enable student success |  |  |
| B. The STEM endorsed teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the maker environment |  |  |
| C. The STEM endorsed teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the STEM learning environment |  |  |
| **DELIVERY** |  |  |
| A. The STEM endorsed teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the STEM learning environment |  |  |
| B. The STEM endorsed teacher promotes student success through clear expectations, prompt responses, and regular feedback |  |  |
| C. The STEM endorsed teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the STEM learning environment |  |  |
| **ASSESSMENT** |  |  |
| A. The STEM endorsed teacher demonstrates competencies in creating and implementing assessments in STEM learning environments in ways that ensure validity and reliability of the instruments and procedures |  |  |
| B. The STEM endorsed teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals |  |  |
| C. The STEM endorsed teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning |  |  |
| **EMERGING TRENDS AND PROFESSIONAL RESPONSIBILITY** |  |  |
| A. The STEM endorsed teacher models, guides, and encourages legal, ethical, and safe behavior related to technology and tool use |  |  |
| B. The STEM endorsed teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ success  and, |  |  |
| C. The STEM endorsed teacher arranges media and content to help students and teachers transfer knowledge most effectively in the STEM environment |  |  |
| **Additional Points (30)**  \*Artifact selection strongly matches competencies  \*Maker tools are incorporated  \*Portfolio is professional done and aesthetically appealing |  |  |
| **Comments:** | | **Total: 150 Points** |

**Appendix A: FIeld Experience Documentation**

## FIELD EXPERIENCE HOUR LOG

Below is a log to keep track of your field hours for the Integrated STEM Education endorsement. All candidates must have an approved internship placement.

Name:

Semester and Year:

Course:

Number of Credits:

Field Site Location:

Course Instructor:

Supervisor Contact Information (email and phone):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Start Time | End Time | Hours Worked | Activity Description | Supervisor Initials |
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Total Hours Worked at this Location:

Student Candidate Signature: Date:

Supervisor Signature: Date:

College Supervisor Signature: Date:

FIELD EXPERIENCE MENTOR DATA FORM

\*Candidate and mentor will complete and return this form prior to beginning field experience

Student Information:

Name:

Student ID #:

Primary Phone #:

Semester (circle): Fall Spring Summer Year:

Internship Site Information:

School Name: Grades in School:

Phone Number: Ext:

Address:

Site Supervisor (Print Name):

Site Supervisor’s E-Mail:

Site Supervisor’s Degree & Field of Study:

Site Supervisor’s Years of Experience:

If site supervisors wish to receive a stipend, you must provide your Social

Security #: and home address:

(If site supervisors do not want to write their Social Security # on this document, they can provide Mrs. Joan Roach, Education Department Secretary, your Social Security # by either calling her at 724-805-2096 or e-mailing her at joan.roach@email.stvincent.edu).

**APPLICATION FOR EXIT INTERVIEW**

**Complete and submit this form to Dr. Veronica Ent, program advisor, prior to your exit interview for the Integrated STEM Education endorsement.**

☐ I have taken the four courses included in the Integrated STEM Education endorsement

☐ I have completed a minimum of 45 hours field experience in a PK-12 setting

☐ I have completed and submitted a field experience hour log

☐ I have completed my STEM portfolio. The web address for my portfolio is

☐ I understand that it is my responsibility to add the Integrated STEM Education endorsement through my TIMS account

Student Name:

Student Signature:

Date:

Approved ☐ Unapproved ☐

Faculty Signature: