

Student Teaching Handbook

School of Education

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Table of Contents

INTRODUCTION.....	3
POLICIES and PROCEDURES.....	4-6
THE ROLE OF THE CO-OP TEACHER.....	7-8
THE ROLE OF THE TEACHER CANDIDATE.....	9
GOALS FOR THE STUDENT TEACHING EXPERIENCE.....	10-12
STUDENT TEACHING COMPETENCIES.....	13-21
THE ROLE OF THE UNIVERSITY SUPERVISOR.....	22-24
LESSON PLANNING.....	24
EVALUATION.....	25-26
CERTIFICATION TEST RESOURCES.....	27-30

INTRODUCTION

The School of Education Mission:

We believe that faculty and prospective educators should be liberally-educated professional persons who can effectively communicate with students, colleagues, and parents. They model and hold themselves responsible for designing, implementing, and evaluating instruction that promotes for all students:

- Mastery of a dynamic body of knowledge
- Creativity
- Problem-solving
- Active learning
- Intellectual excitement
- Lifelong reflective learning
- Cooperation and collaboration
- Responsible work habits
- Wellness
- Respect for and integration of individual, group, and cultural differences
- Civic responsibility for an interdependent and just world
- They strive to promote learning in a developmentally appropriate, technologically rich, and affirming environment.

Conceptual Framework for Teacher Education

We believe that faculty and prospective educators should be liberally educated professional persons who can effectively communicate with students, colleagues, and parents. They model and hold themselves responsible for designing, implementing, and evaluating instruction that promotes for all students: mastery of a dynamic body of knowledge, creativity, problem solving, active learning, intellectual excitement, lifelong reflective learning, cooperation and collaboration, responsible work habits, wellness, respect for and integration of individual, group and cultural differences, and civic responsibility for an interdependent and just world in a developmentally appropriate, technologically rich and affirming environment.

Policies and Procedures

A. Workload

1. Teacher candidates should have workloads comparable to but not more demanding than that of the cooperating teacher.
2. Teacher candidates are not legally permitted to serve as substitute teachers in the absence of the cooperating teacher.
3. Teacher candidates are directly responsible to one cooperating teacher for the coordination of workload. If more than one cooperating teacher is assisting with the program, the building principal shall designate a head cooperating teacher. The final evaluation of the teacher candidate should be the joint effort of all cooperating teachers.
4. Teacher candidates may observe for the first three days of each student teaching experience and then gradually become involved with the total classroom responsibility.
5. The student teaching assignment follows the school district's calendar. Students are to plan accordingly. Outside employment by the teacher candidate cannot interfere with the student teaching experience.
6. **Act 91** - Marywood University will not prohibit District's compensation of student teachers who work as substitute teachers in accordance with the terms set forth in The Act.
 - Students who substitute under Act 91 will be required to submit the permit issued under Act 91 to the Marywood Field Office or inform the district that they must submit the permit issued. Permits can be submitted in person or sent via email to cdcampbell@maryu.marywood.edu . Permits must be submitted on school letterhead with appropriate signatures.
 - Student teachers who substitute under Act 91 cannot substitute more than 10 days per placement.
 - Marywood encourages no student teacher to substitute for more than 3 consecutive days in the classroom, substituting must be noted on Participation forms.
 - Districts should train students on all pertinent safety issues that could arise due to the classroom environment.

B. Personal Etiquette

1. Teacher candidates should adhere to the dress code determined by the University and the school district to which the student is assigned. The university dress code reads as follows:

"Marywood University expects anyone entrusted with the education of children to assume the role of a professional educator. As a professional, prospective teacher, you are obligated to act, dress, and speak accordingly. It is expected also, that personal preferences in grooming be set aside if they are found to be contrary to a sound educational environment by being a distraction to students."

C. Absences

1. For students to have the most successful experience, absences must be kept to a minimum. The teacher candidate is to contact the university supervisor and the cooperating teacher by 6:30 a.m. if he/she is unable to meet his/her responsibilities for the day. A plan for the day must be left for, or emailed to, the cooperating teacher.
2. Teacher candidates are permitted one (1) personal day over the course of both placements (i.e. to attend a job fair). The request must be made in writing at least forty-eight hours in advance of the impending absence. Both cooperating teacher and university supervisor are to grant requests for absences. University supervisors are to notify the Director of Professional Education Field Experience when reasons for absences are questionable. Unless there is no other alternative, all appointments should be scheduled after the school day is over or on a scheduled day off.
3. Two absences are permitted for illness or some other unavoidable reason. Absences for any other reason must be approved by the university supervisor and co-operating teacher and time missed will need to be made up which means the student teaching experience will be extended. Student teachers missing three consecutive days of student teaching for illness must submit a doctor's excuse to the Office of Professional Education Field Experience. Teacher candidates missing four days or more will require a conference with the university supervisor, cooperating teacher and the Director of Professional Education Field Experience. More than five absences from the student teaching experience may result in the termination of the experience.
4. 5 days will be permitted for absences related to COVID-19 (positive COVID test results and doctor's note are required). Any additional days missed due to COVID-19 may require time to be made up depending on the student teacher candidate's progress in their placement. including meeting the competencies required to progress past their student teaching experience. Supervisor feedback will be used to make this decision on a case by case basis in conjunction with the Director of Professional Education Field Experience and the student's cooperating teacher.
5. Cooperating teachers are to keep records of all absenteeism and report them to the university supervisor. **Tardiness is inexcusable.** Cooperating teachers should report tardiness to the university supervisor immediately.

D. Professional Ethics

1. Teacher candidates must treat all events in the classroom as confidential and must be professional in all activities.
2. Teacher candidates are not to gossip about peers, school personnel, or pupils.
3. Conferences between the cooperating teacher and the teacher candidate, and between the university supervisor and the teacher candidate, should be held in a private setting.
4. In order to protect the reputation of all concerned, teacher candidates must be

- scrupulous in their interactions with students.
5. Teacher candidates are to become familiar with the PA Code of Professional Practice and Conduct for Educators. Refer to the PDE website.

E. Termination or Change of Assignment

1. The Director of Professional Education Field Experience may at any time change or terminate the assignment of any teacher candidate.
2. In cases of conflict, all parties must make reasonable efforts to resolve conflicts. This procedure should begin at the building level.
3. Teacher candidates requesting changes in assignments must submit a request, in writing, to the teacher candidate's university supervisor and to the Director of Professional Field Experience. A valid reason must be provided.
4. Only in extreme cases will changes in assignments be made.

F. Contract Disputes

1. In the event that the school district to which teacher candidates have been assigned is subject to dispute between school organizations and teachers' organizations, teacher candidates will remain neutral in all discussions and will not support any party. Any involvement by teacher candidates will result in termination of the assignment.
2. Teacher candidates must report any impending dispute to the Office of Professional Education Field Experience.
3. In the event of a contract dispute or strike, the Director of Professional Education Field Experience may make arrangements for an extended experience or an appropriate substitution experience.

G. Evaluations

1. The fundamental purpose of clinical supervision is to provide teacher candidates with a self-improvement program. Evaluation is based on a cooperative effort and is an integral part of the learning process.
2. It is imperative that the cooperating teacher and the university supervisor confer on the teacher candidate's achievements.
3. The cooperating teacher submits (5) specific weekly lesson evaluations (beginning in the 2nd week).
4. The university supervisor, through his/her visitations and the cooperating teacher through frequent observations, suggest the final grade for the teacher candidate.
5. To receive a satisfactory grade, the teacher candidate must receive a recommendation on the final evaluation from the university supervisor and the cooperating teacher. The teacher candidate must submit an acceptable Teacher Work Sample; the teacher candidate must attend the Exit Meeting, complete all surveys, and submit final paperwork.
6. Final evaluations, which are submitted by the cooperating teacher and the university supervisor may be viewed and copied by the teacher candidate at the conclusion of the student teaching experience. Teacher candidates must submit

letters of rebuttal to any negative comments in order to have their evaluations excluded from their permanent record.

The Role of the Cooperating Teacher

Teaching is no longer viewed as a process of imparting knowledge from teacher to pupil but as a complex process of interaction. It is important that the teacher candidate learn how to analyze teaching techniques and to actively participate in the teaching-learning experience.

A cooperating teacher can make a significant contribution to the professional development of the teacher candidate. Statistics show that the teaching model established by the cooperating teacher is often patterned by the teacher candidate.

The role of the cooperating teacher is one of extreme importance in the school-university relationship. The cooperating teacher is not only responsible for the instruction of the pupils in the classroom but is also responsible for the continued development and evaluation of instructional and professional capabilities of the student teacher.

Definition

The cooperating teacher is a member of a public or private school and is recognized as a master teacher in his/her area of specialty. The cooperating teacher provides daily guidance to the teacher candidate.

Responsibilities

The cooperating teacher will:

1. familiarize himself/herself with the teacher candidate's data sheet;
2. prepare pupils for the arrival of the teacher candidate;
3. familiarize the teacher candidate with the total school's program, daily schedule, and physical plant;
4. provide the teacher candidate with materials needed for instruction;
5. clearly define the teacher candidate's responsibilities;
6. inform the teacher candidate of the expectations of the faculty, and school administrators;
7. give an overview of the curriculum plan;
8. convey standards for handling confidential information;
9. allow the teacher candidate to gradually assume responsibility;
10. direct and assist the teacher candidate in the preparation and correction of lesson plans;
11. review and approve all plans and instructional materials before use by the teacher candidate;
12. hold daily conferences with the teacher candidate and offer suggestions for improvement;
13. create a classroom atmosphere of sharing;
14. discuss problems involved in delegating responsibility and reach agreements on

- respective roles;
15. demonstrate a variety of teaching techniques and encourage the teacher candidate to try new ideas;
 16. carefully observe the teacher candidate's management of the class, correct errors, and explain to the teacher candidate why lessons were successful or unsuccessful;
 17. arrange for the teacher candidate to participate in parent-teacher conferences, in service meetings, and other school related activities;
 18. formally evaluate the teacher candidate's performance weekly on one specific lesson plan (beginning in the 2nd week);
 19. contact the Office of Professional Education Field Experience should serious concerns about the teacher candidate arise in any area (i.e. motivation, classroom management, personality). Problems need to be addressed in time for the teacher candidate to withdraw from the placement if he/she chooses. (Withdrawal dates for each placement are indicated on the Student Teaching Calendar);
 20. use written comments to provide feedback to the teacher candidate;
 21. **allow the teacher candidate to assume full responsibility for the classroom for a minimum period of three weeks.**

Role of the Teacher Candidate

Student teaching is the culminating field experience for students enrolled in the Teacher Education Program at Marywood University. Scheduled during the seventh or eighth semester of study, it follows a carefully planned sequence of field observation, which enables the prospective student to move from observer to active participant in the classroom.

Definition

A Teacher Candidate is a student who has completed all the requirements of the Teacher Preparation Program at Marywood University and is engaged in a full day, full semester, teaching experience.

Goals for the Student Teaching Experience

Throughout the student teaching experience the teacher candidate will:

1. analyze the goals of the curriculum and determine how these goals are being met;
2. identify the routines involved in effective classroom management;
3. demonstrate an awareness of physical and psychological climate of the classroom conducive to productive learning;
4. apply the principles of methodology in directing the various types of learning experiences;
5. apply the principles of learning in the formulation of lessons and unit plans;
6. apply the principles of motivation to the preparation and direction of learning experiences in order to arouse and sustain optimum student interest and participation.
7. apply the principles of human growth and development in discovering what constitutes good discipline in a given class and in leading pupils toward self-discipline;
8. apply the principles of decision making in the use of resources within the school and the community;
9. analyze individual differences in the abilities of students and adjust teaching strategies to meet students' needs.
10. understand the role of educational research in developing fresh, exciting approaches to teaching techniques, including selection and presentation of subject matter as well as flexibility and ingenuity in assessment and evaluation;
11. formulate valid, reliable, and objective tests and utilize the results for improving instruction;
12. participate in all duties performed by a teacher in addition to teaching;
13. respond to the supervision with a cooperative spirit essential to the improvement of instruction; and
14. analyze the total teaching responsibility in order to evolve a personal commitment to teaching

Responsibilities

To insure maximum benefit from the student teaching experience, the teacher candidate will:

1. become familiar with the school policies, physical plant, classrooms, playground and supplies;
2. learn about the pupils through observation, records, and routine procedures;
3. make a seating chart;
4. submit lesson plans to the cooperating teacher at least three days in advance and obtain approval of the content;
5. maintain ethical interpersonal relationships with the school personnel;
6. attend all meetings scheduled by school personnel;
7. apply the principles of effective classroom management techniques;
8. take the initiative in seeking guidance from the cooperating teacher and university supervisor;
9. enter the student teaching experience with an open mind and strive to improve through reflection and self-evaluation;
10. assist with all routine activities;
11. complete and submit all student teaching forms by requested dates;
12. inform the university supervisor of progress made and problems encountered;
13. progress satisfactorily from the responsibility of teaching one subject to full responsibility;
14. make arrangements with the cooperating teacher to provide time for daily conferencing;
15. be prompt, punctual, and in regular attendance;
16. notify the Office of Professional Education Field Experience if there is a change in cooperating teachers;
17. provide one copy of the weekly schedule to the university supervisor and one to the Office of Professional Education Field Experience by the 1st Friday of each placement;
18. notify the university supervisor at least 24 hours in advance if there is any change in schedule;
19. comply with all reasonable requests made by the cooperating teacher;
20. keep the Weekly Participation Form up to date;
21. prepare a bulletin board at least once a semester if applicable or as requested by the cooperating teacher;
22. submit the Teacher Work Sample, following the first placement. (date TBA)

Student Teaching Competencies

All Instructional Certificates Pre-K-4; Special Education PK-12; PK-12 Education, and Secondary 7-12.

Experience – EDUC 442 Student Teaching	
Learner Outcome	Assessment
The prospective educator will: A. Planning and Preparation 1. Link content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
2. Constructs all instructional plans to align with Pa. Core or Academic Standards.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
3. Plan instruction that is responsive to the age and/or related characteristics of their students.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
4. Use multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching,

	Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
5. Plan short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
6. Assess existing resources and create and/or access additional instructional resources appropriate for learners under their responsibility.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
<i>B. Classroom Environment</i> 7. Maintain and promote a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
8. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection

	Cooperating teacher/ university supervisor observations Teacher Work Sample
9. Use classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
10. Assess classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
11. Engage in proactive communication with families and community contacts.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
12. Develop and/or support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample

C. Instructional Delivery 13. Use effective verbal and non-verbal communication techniques.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
14. Use effective questioning and discussion techniques.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
15. Use a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor Observations Teacher Work Sample
16. Use technology as an effective teaching and learning tool.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample

17. Provide appropriate progress feedback to students in a timely manner.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
18. Use active student engagement during instructional delivery.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
19. Use formal and/or informal assessment to measure student responsiveness to instruction.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
20. Construct thoughtful and accurate assessments of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
	Candidate weekly lesson plan evaluations, Final evaluation of student teaching,

21. Actively seek, and be responsive to, constructive feedback offered by the cooperating teacher and university supervisor.	Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
22. Clearly communicates instructional goals, procedures and content.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
23. Access communication technologies to communicate with families regarding student progress.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
<i>D. Professional Conduct</i>	
24. Communicate 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 assume these responsibilities as permitted.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
25. Participate in district, college, regional, and state and/or national professional	Candidate weekly lesson plan evaluations, Final evaluation of student teaching,

development growth and development opportunities.	Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
26. Exhibit 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	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
27. Avoid inappropriate relationships, conduct and contact with students.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
28. Apply safety precautions and procedures.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
29. Comply with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection

	Cooperating teacher/ university supervisor observations Teacher Work Sample
30. Cultivate professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
<i>E. Assessment</i>	
31. Identify and report on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
32. Make norm-referenced and criterion-referenced interpretations of assessment results.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
33. Apply interpretations to inform planning and instruction for groups and individual students.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection

	Cooperating teacher/ university supervisor observations Teacher Work Sample
34. Apply interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
35. Construct assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
36. Construct assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
37. Assesses their own professional growth through focused self-reflection.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection

	Cooperating teacher/ university supervisor observations Teacher Work Sample
<i>F. Knowledge of Diverse Learners</i> 38. Appropriately respond to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
39. Promote a positive learning environment that values and fosters respect for all students.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
40. Differentiate instruction to meet the needs of diverse learners that promotes successful educational performance.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample
41. Support the growth and development of all students, particularly those traditionally underserved.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection

	Cooperating teacher/ university supervisor observations Teacher Work Sample
42. Communicate with and engage families, caregivers and the broader community.	Candidate weekly lesson plan evaluations, Final evaluation of student teaching, Candidate reflection Cooperating teacher/ university supervisor observations Teacher Work Sample

THE ROLE OF THE UNIVERSITY SUPERVISOR

The role of the university supervisor is a crucial one to the support and development of the teacher candidate. As a liaison between the University and the assigned school, the supervisor is responsible for monitoring teacher candidate progress and bi-weekly evaluation forms from the cooperating teacher, arranging the mid-quarter conference, communicating with the teacher candidate through the reflective log, evaluating the professional and instructional skills of the teacher candidate, and completing the state required PDE 430 evaluation form. Should any difficulties arise, he/she alerts the Field Experience Director.

DEFINITION

The university supervisor possesses the minimum of a Masters Degree, as well as teacher certification and classroom teaching experience in the specialty area of the teacher candidate.

RESPONSIBILITIES

The University Supervisor will:

- a. Familiarize him/herself with the packet of information from the Field Experience Office (i.e. teacher candidate data sheet, calendar, and evaluation forms) prior to the start of the placements.
- b. Meet with the teacher candidate at the student teaching workshop held on the 1st day of each semester.
- c. Schedule an orientation visit to the placement site within the first week to ten (10) days.

- d. In addition to the orientation visit, make a **minimum of three (3) observation visits** during each placement, providing feedback on classroom management and instructional practices. Submit three lesson evaluation forms to the Field Experience Director **within a week of each observation.**
- e. Provide feedback to the cooperating teacher and teacher candidate after each observation. Review the reflective log and provide comments to the teacher candidate when appropriate.
- f. Schedule a mid-quarter conference with the cooperating teacher and teacher candidate and submit the mid-quarter evaluation form to the Field Experience Office **within a week of the visit.**

- g. Be available to mediate any difficult situations between the cooperating teacher and teacher candidate while keeping the Field Experience Director informed of any need for intervention.
- h. Address any problems in time for the teacher candidate to withdraw from the placement if necessary (withdrawal dates for each placement are indicated on the student teaching calendar).
- i. Submit the final evaluation form to the Field Experience Office within **three days of the last day of each Student Teaching experience.**
- j. Submit one Statewide Evaluation Form (PDE 430) for each placement to the Field Experience Office within **three days of the last day of each Student Teaching experience.** If supervising a teaching intern, a PDE 430 must be completed at the mid-point and at the end of the semester. Every candidate applying for an Instructional I Certificate must have two (2) PDE 430 forms, signed by the university supervisor **and** the teacher candidate, on file.

Lesson Planning

Before the teacher candidate teaches the first lesson, careful planning is essential. Successful planning depends on knowledge of what has been previously taught and the long range plans and objectives of the cooperating teacher. A cooperative working relationship between the cooperating teacher and the teacher candidate is critical. Working as a team, the two parties should review and analyze lesson plans and evaluate the results of the executed plans. Greater growth will be demonstrated if ample and effective analysis is made prior to the lesson execution.

The cooperating teacher should explain the principles of good planning and preparation. The student must submit a detailed lesson plan to the cooperating teacher **at least three days in advance**. Lesson plans are required on a daily basis. No teacher candidate will be permitted to teach a lesson unless a lesson plan has been submitted and approved by the cooperating teacher. Cooperating teachers are to make suggestions and corrections on the plan. All lesson plans must be legibly written in blue or black ink or typed.

Students are provided with a copy of the Marywood University Lesson Plan to use as a guide; variations of that format can be used with the approval of the co-operating teacher and the university supervisor.

Tests made by the teacher candidate must be submitted to the cooperating teacher **two days in advance** for approval and suggestions.

Evaluation

Evaluation of the student teaching experience should be routine, continuous, and a critical part of the experience. It should stress analysis and reflection. The teacher candidate should develop criteria to evaluate his/her own teaching. It is imperative that a continuous evaluation be conducted throughout the student teaching experience. One must weigh all the information gathered. The objective of evaluation is to identify the competencies achieved and to determine the projected outcome as a professional.

Evaluation is directed at gathering and evaluating evidence of the teacher candidate's attainment of the program's objectives. It should help the teacher candidate focus on the principles, which make up an outstanding teacher. The teacher candidate must be encouraged and guided to evaluate himself/herself objectively to determine strengths and weaknesses. One on-going method for evaluation is the conference.

During the orientation period, and throughout the student teaching experience, conferences are a vital part of the supervision program. Supervisors should confer frequently with the teacher candidates. The three most frequently used conference formats are the pre-observation, post-observation and weekly.

The pre-observation conference should be held prior to the execution of the lesson. The cooperating teacher and the teacher candidate should discuss the lesson plan, concerns the teacher candidate may have with aspects of lesson execution and a focus for the observation.

The post-observation conference is the most frequently used and is highly beneficial. This conference is typically conducted after a lesson is taught. The cooperating teacher can discuss data collected during the observation as well as offer constructive feedback to the teacher candidate.

The weekly conference gives the cooperating teacher and the teacher candidate the opportunity to share ideas, discuss problems, and plan for the week ahead. Progress should be evaluated and an analysis made of the methodology and teaching skills.

Formal evaluations conducted during the student teaching experience are the Specific Lesson Evaluation (beginning in the 2nd week) including the Mid-Quarter Evaluation and the Final Evaluation.

Mid-Quarter Evaluation Forms

This report, typically done by the end of the fourth week of the student teaching experience, is completed after a joint conference with the university supervisor, cooperating teacher and teacher candidate. The purpose of the report is to provide the teacher candidate with a record of his/her specific strengths and areas which need improvement, as well as a list of goals to be achieved by the teacher candidate for the remainder of the semester. The signature of the teacher

candidate acknowledges acceptance or rejection of the recommendations. The university supervisor and cooperating teacher will sign and return to the field office via email.

Final Evaluation Form

This report is to be submitted to the Office of Professional Education Field Experience **within three days** from the last day of the student teaching experience. This form is placed in the teacher candidate's permanent file. The report should include a commentary of the teacher candidate's strengths and areas for improvement. Final Evaluation forms will be viewed by the teacher candidate.

Specific Lesson Evaluation

The cooperating teacher will evaluate five (5) lessons during the course of the student teaching placement. Ideally, one specific lesson evaluation should be completed each week beginning at the time the candidate assumes some teacher responsibility, usually the second week of the experience. The purpose of this evaluation is to give candidates ongoing feedback with respect to their ability to plan, implement and evaluate instruction.

Teacher Work Sample

All teacher candidates are required to demonstrate their ability to impact student learning. This is done through the Teacher Work Sample (TWS) Project. This performance-based assessment gives candidates an opportunity to present credible evidence of their ability to facilitate learning in the classroom. A detailed description of the TWS and the scoring rubric can be found on Moodle under Field Experience. All candidates are required to submit the TWS at the conclusion of their first student teaching experience. The TWS will be graded by the university supervisor. Failure to submit a satisfactory TWS will result in an Unsatisfactory grade for the student teaching experience.

Certification Test Resources:

Subject Area Tests:

The Pennsylvania Department of Education requires [Praxis exam](#) or [PECT exam](#) that measure knowledge of specific subjects that educators will teach, as well as general and subject-specific teaching skills and knowledge. Tests selected by the commonwealth correlate with PA Academic Standards around which Maryland's programs have been designed. Accordingly, required courses taken throughout the program provide in-depth preparation for success on certification tests.

- Praxis tests are computer tests, offered by appointment. See <https://praxis.ets.org/>
- Pennsylvania Educator Certification Tests (PECT) are administered by Pearson Evaluations Systems. See www.pa.nesinc.com.
- World Language Spanish candidates have the option of taking either the PRAXIS or the ACTFL test. See www.actfl.org

You will want to go to the test company website to find specific test preparation materials and to sign up for the test: <https://praxis.ets.org/storehome.html> . Here, a Study Companion ([PDF](#)) is available that gives an overview of the test with specific information on the topics that will be tested and includes practice questions and explanations of correct answers. Some students find it useful to download the topics that will be tested to make notes as they progress through their program.

Following are tests accepted by PDE and their qualifying scores. Additionally, the PA Dept. of Education utilizes a GPA-Passing Score Sliding Scale that enables candidates to receive certification with lower scores than those shown if the applicant's ending GPA falls within certain ranges. See [Certification Test and Score Requirements](#) (Excel). If you use the lower passing score to apply for certification, we encourage re-testing to bring up your score to "straight passing" since your test score report (sometimes requested for job applications) does not apply PDE's sliding scale and will show a status of failing.

Praxis II/PECT Testing

Website: <http://www.ets.org/praxis> (Middle Level, Secondary, Special Ed)
<http://www.pa.nesinc.com> (PreK-4)

Instructional Certification Subject Area	Content Tests	Testing Code
Grades PreK-4	PreK-4 - Module 1	8006
Grades PreK-4	PreK-4 – Module 2	8007
Grades PreK-4	PreK-4 – Module 3	8008
Special Education PK-12	Special Education - Foundational Knowledge	5355
Special Education PK-12	Fundamental Subjects: Content Knowledge	5511
Grades 4-8 All Concentrations	Module 1 - Pedagogy	5153

Grades 4-8 All Concentrations	Module 2 - English Language Arts & SS	5154
Grades 4-8 All Concentrations	Module 3 – Math & Science	5155
Grades 4-8 Concentration	Subject Concentration – English Language Arts	5156
Grades 4-8 Concentration	Subject Concentration - Science	5159
Grades 4-8 Concentration	Subject Concentration – Social Studies	5157
Grades 4-8 Concentration	Subject Concentration - Mathematics	5158
Art (PK-12)	Art Content Knowledge & Fundamental Subjects: Content Knowledge	5134 5511
Biology	Biology: Content Knowledge	5235/0235
Chemistry	Chemistry: Content Knowledge	5245/0245
Communications	Speech Communication	5221
Earth and Space Science	Earth and Space Science: Content Knowledge	5571/0571
English	English: Content Knowledge	5038
General Science	General Science: Content Knowledge	5435/0435
Health & Phys. Ed Education (PK-12)	Health Education & Fundamental Subjects: Content Knowledge	5551 5511
Mathematics	Mathematics: Content Knowledge	5161
Music Education (PK-12)	Music: Content Knowledge & Fundamental Subjects: Content Knowledge	5113 5511
Physics	Physics: Content Knowledge	5265/0265
Reading Specialist	Reading Specialist (PK-12)	5302
Social Studies	Social Studies: Content Knowledge	5081/0081
World Languages: Spanish	Spanish: World Languages & Fundamental Subjects: Content Knowledge	5195 5511
Fundamental Subject	Fundamental Subjects: Content Knowledge (PK-12 Special Ed & PK-12 Spanish, PK-12 Art, PK-12 Physical Education certifications needs to take this test with content exam)	5511
Add on Elementary Grades 5-6	After - PreK-4 Certifications only	

	English Language Arts & Social Studies: Subtest	5154
	Math & Science: Subtest	5155

PDE requires OFFICIAL test scores. If you test in Pennsylvania, your scores are automatically reported to PDE. If you test OUTSIDE OF PENNSYLVANIA, you must select the PA Department of Education as a score recipient when you register to take the test.

***Option: Expand your Grades PreK-4 Certificate to Include Grades 5 and 6**

All candidates enrolled in an Early Childhood and Elementary Education PreK-4 program may add Grades 5 and 6 to their certificate by attaining qualifying scores on the following assessments:

Certification Area	Test Code	<u>Praxis</u> Test Name	Qualifying Score
Elementary Grades 5–6 is only available to those holding a valid Pennsylvania Grades PK–4 certificate.	5154	English Language Arts and Social Studies Subtest	152
	5155	Mathematics and Science Subtest (Calculator allowed.)	164

Candidates may take these assessments during or after completion of their PreK-4 program. However, the Pennsylvania Department of Education cannot grant the Grades 5 and 6 add-on certificate until after the PreK-4 certificate has been awarded. To expedite the process, candidates may apply for the add-on simultaneously with their application for PreK-4 certification.

Test Preparation Help

Certification tests selected by the commonwealth correlate with PA Academic Standards around which Marywood’s programs have been designed. Accordingly, required courses taken throughout the program provide in-depth preparation for success on certification tests.

Before testing, you will also want to go to the test company website to find specific test preparation materials. Here, a Study Companion ([PDF](#)) is available that gives an overview of the test with specific information on the topics that will be tested and includes practice questions and explanations of correct answers. Some students find it useful to download the topics that will be tested to make notes as they progress through their program.

There is evidence that authentic practice testing is the best way for students to prepare for timed tests and the testing company websites offers this type of practice for a nominal fee of about \$20 for students wanting a concentrated review. ETS describes the online preparation valid for 90 days or 10 uses as follows:

“This full-length practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test. The practice test is timed just like the real test and allows you to move easily from question to question to simulate what you will experience on the day of the test. After completing the test, you can also see the correct answers and explanations for each correct answer and view your results by content category.”

Approximately 10 business days after taking a test, you will receive a score report that provides:

- your score and whether it is passing
- the range of possible scores

- the raw points available in each content category

If your score is not passing, you are able to compare "raw points earned" with the maximum "raw points available" to see which categories need improvement. The greater the difference, the greater the opportunity to improve the score on a re-test by further study.