



Student Teaching Handbook

Office of Student Teaching & Field Experiences

570-945-8522

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Foreword

The Student Teaching Experience provides opportunities for students to participate in all the major tasks required of teachers: Planning and implementing standards-based lessons, evaluating learning, selecting materials to facilitate learning, engaging in self-reflection, adapting to the social and professional culture of a school, and assuming the role of the teacher in the community. It is a planned and supervised learning experience in an educational environment as the teacher candidate takes on increasing responsibility during each seven-week placement.

This Student Teaching Handbook should serve as a guide for the student, the cooperating teacher and the student teaching supervisor.

Included in this Handbook are:

- Student Teaching Placements
- Conflict of Interests
- Responsibilities and Guidelines for the Student Teacher
- Contract Disputes
- Professional Appearance
- Professionalism
- Social Media Policy
- Operational Guidelines
- Student Teachers and Substitutes
- Minimum Requirements
- Lesson Planning
- Role of the Cooperating Teacher
- Role of the College Student Teaching Supervisor
- Evaluation of the Student Teacher's Growth
- A Suggested Teaching Progression
- Standards Aligned System Lesson Plan Format
- Pa Code of Ethical Conduct
- PDE 430 Evaluation Form
- Student Teacher Observation and Conference Form
- Skills and Dispositions Checklist
- Cooperating Teacher Stipend Form
- Handbook Signature Page
- Statement of Authenticity
- Confidentiality Agreement

Evaluation Documents are in Microsoft WORD so that they can be typed, saved, and shared with the student teacher.

Prerequisites for Student Teaching:

Students must have completed all courses in their academic plan.

No additional courses can be taken during the student teaching semester.

Students must have earned a C or better in all education courses and content courses.

Students must have a 3.0 GPA.

Students must have submitted a completed student teaching application on time.

Applications for Fall, must be submitted by February 15th.

Applications for Spring, must be submitted by June 1st.

Students must have registered or taken the appropriate certification tests when they submit their student teaching application. All certification tests must be taken prior to student teaching. Test reports must be submitted by the due date established by the Director of Student Teaching.

Student Teaching Placements

Student teaching placements are the sole responsibility of Keystone College.

Because schools and districts each have their own internal and external processes, student teacher candidates or their families may not, under any circumstances, contact schools or school personnel to arrange their own placements. Please note that this is considered unprofessional behavior and such contact may jeopardize the placement assignment.

While consideration will be given to driving time and distance, requested placements cannot be guaranteed. Students should request a placement no more than 50 miles from Keystone. Student teachers must provide their own transportation.

Keystone College has Affiliation Agreements with schools and these selected sites are believed to best continue the student teaching candidate's professional development.

Students do not have the option of declining a placement. Only in extreme circumstances will a change in placement be made. Any student teacher requesting a change must submit the request in writing to the Director of Student Teaching with the rationale for the change. No request will be considered until a student teacher has completed five (5) school days in the placement.

Students will be notified by Keystone email of their placement. They should then send their introductory letter to their cooperating teacher and make arrangements to meet with the teacher ahead of time.

Conflict of Interest

Student teacher candidates will not be placed in schools or districts where their children go to school or schools where they or a member of their family works.

These policies are implemented to protect student teachers and to provide more diverse student teaching experiences. Exceptions to the policies stated above will only be considered in extenuating circumstances.

Students with Disabilities

Students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a student teacher is registered with the Student Disability Office and requires special accommodations, he/she must inform the Office of Student Teaching and Field Experience at the time of application for student teaching so that an appropriate placement can be secured.

ROLE AND RESPONSIBILITIES OF THE STUDENT TEACHER

Student teachers are invited guests in the school district and must follow the rules and policies of the school district.

Attendance:

- Student teachers will follow the schedule of the cooperating teacher with regard to beginning time and ending times and the schedule of the school district within which they are teaching.
- Student teachers are expected to be in their classrooms every day at the designated times and remain for the duration of the school day.
- Be punctual – always.
- The student teacher should not request permission to leave early or arrive late.
- If you must be absent, immediately notify your supervisor first and then your cooperating teacher, as soon as possible when you know you will be absent but by 7 am at the latest.
- If a student teacher is unable to meet their responsibilities for the day, plans must be emailed to the cooperating teacher.

- If there is any change in the daily schedule, notify your supervisor asap.
- Student teachers are required to attend the weekly mandatory seminar with their supervisor.
- Student teachers should follow the school's vacation/days off policy, not Keystone's.
- Student teaching is comprised of two required 35-day placements. Any absences for any reason must be made up.
- Student teachers should participate in all planned events during their student teaching, including Open Houses, workshops, IEP meetings, parent conferences (if allowed) and school staff meetings with the regular faculty, unless explicitly told not to attend by the cooperating teacher or a school administrator.
- All of the attendance policies remain should the school move to a virtual/remote/hybrid format.
- Student teaching is a full-time commitment and students should not plan to work or participate in extra-curricular activities that will interfere with the requirements of student teaching.
- Students cannot leave early for work or leave early to attend any extra-curricular activities.
- **Absences for reasons other than illness or emergencies** must be approved in advance by the college supervisor and the Director of Student Teaching. This includes both full-day and partial absences. A request must be submitted in writing at least 5 days before scheduled absence will occur.
- **Approval will only be granted if there are extenuating circumstances beyond the student teachers control.**
- If approved, student teachers are allowed one professional day during each placement. This would include job interviews, job fairs, etc., workshops, etc. Student teachers must request the professional day in writing to the Director of Student Teaching at least 3 days prior to the absence.

Contract Disputes:

In the event of a contract dispute or strike, the student teacher should remain neutral. Any involvement will result in termination of their placement.

The Director of Student Teaching may make arrangements for an extended experience or an appropriate substitute experience should the dispute occur for an extended period of time.

Professional Appearance: Professional personnel are clean and well-groomed. Appropriate dress may include: dress shirts, ties, clean dress shoes, sports jacket in the secondary schools, dress pants, dresses or skirts no shorter than 2 inches above the knee when seated, pant suits, blouses and sweaters.

Inappropriate dress would include jogging pants, jeans, sweats, sneakers, T-shirts, shorts, tank tops, shirts with writing.

Many schools object to visible tatoos. Student teachers who have tatoos are advised to make them as unobtrusive as possible.

Some districts have “dress down” days. Student teacher may participate in these “dress down” days if they wish. Appropriate jeans, without rips and tears, may be worn.

Many young children have allergies so please be cautious about the amount of perfume or after shave that is worn.

Professionalism:

- Demonstrate the highest level of professionalism with regard to oral and written communication, the use of electronic media and personal behavior both in and out of the classroom.
- All school and college personnel should be addressed by their title – Dr. Ms., Mr., Miss, Mrs, etc. At no time should school or college personnel be addressed by their first name.
- Use only your Keystone email address at all times, check email daily and respond in a timely manner.
- Demonstrate the highest level of professional ethics: For example, never make negative remarks about the school, school personnel or students.
- Adhere to the PA Code of Professional Practice for Educators. (Included)
- Follow all FERPA Guidelines.
- Dress in professional attire in accordance with Keystone’s and districts’ policies.
- Inform your College Supervisor if involved in any official legal situations or violations.
- Sign the Confidentiality Agreement and Handbook Acknowledgement Form.
- Notify the Director of Student Teaching of any change in clearance status.

- Be receptive to any suggestions and constructive feedback from both your cooperating teacher and your college supervisor.
- Direct any concerns immediately to your College Supervisor.
- Maintain the chain of command during student teaching. If a problem arises, notify your cooperating teacher, then your supervisor, then the Director of Student Teaching.
- At no time should a student contact an administrator in the district. If necessary, a representative from Keystone College contacts administrators on a student's behalf.

Social Media Policy:

- Student teachers should see that all social media accounts have privacy settings activated.
- Do not “friend” any students or parents during or after student teaching.
- Avoid talking about social networking with students.
- Use only your Keystone email address at all times, check email daily and respond in a timely manner.
- Do not connect with any students, parents, or school staff on any social media site.
- Specifically, do not share your cell phone number or email with students or parents.
- Do not respond to cell phone calls from students or parents.
- Do not respond if you are emailed by a student or parent.
- Make sure you become familiar with the school district's cell phone policy. **Keystone's policy is that cell phones should be turned off and not displayed.**
- Please use restraint in checking messages or email during the day.

Operational Guidelines

- Please do not bring valuables and other personal items to the classroom unless needed.
- Food should not be brought into the classroom.
- Allow for travel time each day so that you arrive at your school on time.
- Check on designated parking at the school.

- Check on the proper procedure for duplicating materials, checking out materials and returning them to their proper place.
- As a courtesy, please check with your cooperating teacher about use of the faculty lounge and remember always, you are an invited guest.
- Become familiar with the physical layout of the school.
- Learn names of students, faculty and staff as soon as possible.
- Introduce yourself to the principal at your earliest opportunity.
- Student teachers will provide their own transportation to and from school.
- Student teachers should not transport students in their car for any reason.

Student Teachers Acting as Substitutes:

It is the policy of Keystone College that student teachers may only act as a substitute in accordance with our approved Act 91 Policy, included at the end of the Handbook. The days when a student teacher substitutes in the district does not count for one of their student teaching days. All days missed to substitute will need to be made up.

Minimum Requirements for each Student Teaching Placement

- Become acclimated to the school and classroom climate, build relationships with students, observe the cooperating teacher modeling instruction.
- Support students in small groups, whole group and individual instruction.
- Maintain a Livetext Portfolio in accordance with your Supervisor's instructions/requirements.
- Write Standards-Based lesson plans for all lessons taught. All lesson plans must be typed and submitted to the cooperating teacher 3 days prior to teaching a lesson. Cooperating teachers should initial all lesson plans.
- Use technology as a tool for learning and incorporate into lessons.
- Plan lessons that address the diverse needs of the students in the classroom.
- Student teachers should keep a binder and have available all lesson plans for their supervisor to review.
- Engage in self-reflection.
- Review written and verbal feedback offered by your cooperating teacher and supervisor.

- Reflect upon and consider revising future lesson plans to incorporate feedback received.
- Come prepared to participate in a mandatory weekly seminar with your College Supervisor.
- Complete all requirements and expectations of your College Supervisor.
- Specific requirements can be found in the syllabus.
- Adhere to all due dates.
- Faculty supervisors will provide students with specific assignments, due dates and manner of assessment.

Lesson Planning:

- The best teaching is dependent on careful planning. Student teachers are to write a formal lesson plan using the SAS Format for every lesson taught. A sample lesson plan template is included at the end of the Handbook.
- Lesson plans should be organized in a binder or other organizational method so they are always available to the college supervisor for review.
- **Lesson plans should be provided to cooperating teachers at least 3 days in advance for guidance and approval.** Cooperating teachers should initial lesson plans.
- Lesson plans and other written work should be proofread and free of spelling and grammar errors.

ROLES AND RESPONSIBILITIES OF THE STUDENT TEACHING SUPERVISORS

Our Student Teaching Supervisors are the bridge between school districts and Keystone College. We rely on their expertise to help students navigate this important step in their career. Cooperating teachers should not hesitate to seek assistance from the Supervisor.

Responsibilities include:

- Review all documentation forms with cooperating teachers at the beginning of the placement.
- Collaborate with the cooperating teacher with regard to evaluation of the student teacher.
- Make expectations known to students during the first week of the placement.

- Conduct a “drive-by” or “hello” visit to meet cooperating teacher and drop off paperwork.
- Make 3 visits per placement during which time a lesson is observed. Use the Keystone Observation Form to record your visit. A visit is defined as a discussion with the cooperating teacher, student teacher and supervisor concerning progress of the student teacher. An observation consists of the review of the lesson plan, observation of the lesson and post conference with appropriate feedback.
- Student teachers and cooperating teachers should be given copies of the completed evaluation forms used.
- Conduct weekly seminars with student teachers. This can be done as a group, or with another supervisor and can be in person or via zoom.
- Complete the PDE 430 at least once for each placement.
- Maintain written records of all visits.
- Provide guidance, as needed, to the cooperating teacher with regard to completing evaluation forms.
- Be available for conferences with the student teacher, either in person or via zoom.
- Maintain detailed travel records. Submit mileage at the end of each month.
- Verify student teacher’s attendance record.
- Assign final grade for each placement after consultation with the cooperating teacher.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating teachers are responsible for guiding the learning experiences of the student teacher. They are critical collaborators in teacher preparation. Their ability to serve as a mentor deserves the greatest recognition.

Orientation of the Student Teacher Candidate

- Provide a separate workspace, texts and materials for the student teacher to use.
- Introduce administrative, instructional and support staff to the student teacher.
- Prepare your class for the arrival of the student teacher.

- Provide the student teacher with pertinent information about the daily schedule, location of various offices in the building, school rules, discipline policies, health policies.
- Orient the student teacher to classroom management procedures, classroom rules and policies.
- Have class list(s) available.
- Identify any student health concerns.
- Familiarize the student teacher with all the forms, reports, etc. that district teachers are responsible for keeping.
- Share information about the curriculum, available instructional materials, and your own planning.
- Provide suggestions for general content of early lessons the student teacher might develop.
- Submit the stipend form included in this packet to the address listed at the end of the placement.

Teaching Assignments

- Plan with the student teacher and supervisor a tentative timeline for assigning teaching responsibilities. The following chart can be used as a guide.
- Guide the student teacher in taking responsibility for planning lessons.
- Assist the student teacher in considering the learning abilities of students.
- Review lesson plans and offer suggestions in advance of when the lesson will be implemented. All lesson plans should be initialed.
- Encourage student teachers to think about the objective and decide which teaching strategies would best meet those objectives.
- Suggest and model use of various strategies.
- A suggested timeline is included in this handbook.
- At least once a week, formally observe a lesson and provide feedback. The observation form, included in this handbook should be completed at least 3 times during the placement.
- Emphasize strengths and growth as well as weaknesses.
- Please contact the Supervisor early for clarification.

**Suggested 35 day, Seven-Week Student Teaching Experience
for the First Placement**

The pace at which the student teacher assumes classroom responsibility will vary and will be directed by the cooperating teacher and student teaching supervisor. The goal is to allow the student teacher take over the responsibility for the class *as soon as competency to do so is demonstrated*. However, student teachers should be progressing toward at least one to two weeks of full-time teaching experience in each placement.

Week 1	<p>Learn students' names, observe any special needs of the students. Begin to assume the responsibility for planning lessons. Access assessment data for children. Learn details about what is being taught (curriculum), review manuals. Become familiar with management tasks, grading procedures, learn transition procedures. Observe how a lesson is introduced, how grouping is determined. Teach one lesson to the entire class. Work with individual students that are having difficulty. Documenting daily activities & reflections.</p>
Week 2	<p>Increase responsibility by co-teaching. Assume responsibility for one group activity. Plan follow-up activities, lead a group discussion. Introduce content. Make decisions based on cooperating teacher's rules/policies. Document work.</p>
Week 3	<p>Take responsibility for classroom management, grouping strategies, and cooperative learning. Devise assessment strategies, document daily. Increase responsibility for teaching lessons.</p>
Week 4	<p>Continue to assume responsibility for working with the entire class. Create plans for continued teaching, including unit planning. Create learning centers, document work daily.</p>
Week 5	<p>As you continue to take over responsibility for the classroom, engage cooperating teacher as an assistant. Communicate with school personnel/parents. Document work daily.</p>
Week 6	<p>Move toward taking ownership of management, lesson planning for all subjects.</p>
Week 7	<p>Complete assignments, work with cooperating teacher and start to give back some control, finalize work and projects with students.</p>

During the second student teaching placement, the student teacher should progress more quickly to take responsibility for teaching the class, at the cooperating teacher's discretion.

EVALUATION OF THE STUDENT TEACHER

Assessment is a continual part of the total student teaching experience. Both the cooperating teacher and the college supervisor share the responsibility for evaluating the student teacher. At Keystone College, we believe we have provided our students with the tools needed to be successful. In addition, we have provided students with the support of accomplished supervisors.

Assessment tools used are aligned with the PDE student teacher competencies. All forms needed are included in this Handbook, will be emailed to cooperating teachers, but will also be supplied to the cooperating teacher by the student teaching supervisor during the first visit. Forms are in Word to facilitate completing.

- Formal evaluation, using the PDE 430, should be done at least once during each placement as a summative assessment.
- The college supervisor has the sole responsibility of completing the PDE 430 after consultation with the cooperating teacher.
- Other formal observations will be completed by both the cooperating teacher and the supervisor using the approved Keystone College Observation Form, at least 3 per placement from the cooperating teacher and 3 per placement for the supervisor.
- The purpose of formal observations is to monitor progress and provide feedback to the student teacher.
- A Skills and Disposition Rating Sheet shall be completed at least once during each placement, more often if necessary.
- The cooperating teacher will confer with the college supervisor throughout the semester concerning the student teacher's progress.
- The cooperating teacher's assessment of the student teacher will be considered by the supervisor in determining the final grade. The supervisor is responsible for the final grade given to the student teacher.

Grading will be determined using the following assessments.

Specific assignments can be found in the Student Teaching Syllabus.

- PDE 430 – To pass the student teaching course, a student teacher must achieve “satisfactory” in all 4 areas on the PDE 430.
- Observation Reports, at least 3 per placement by the supervisor and 3 observations by the cooperating teacher.
- Skills and Disposition Sheets, at least one per placement
- Attendance at seminars.
- Weekly Journal Entries, topics determined by supervisors
- Lesson Plans for each lesson taught, not just those observed by supervisor.
- Evaluation of Livetext Portfolio
- Additional Requirements determined by the Supervisor

Professional Development Plan:

The art and science of teaching is a difficult profession. Students who experience difficulty will be provided with a means to improve. The purpose of the Professional Development Plan is to identify to the student teacher areas where he/she is not meeting the minimum requirements. The supervisor, cooperating teacher and the student teacher will meet to develop the Professional Development Plan. The plan should include specific examples of the substandard performance, recommendations for improvement and a specific timeline of when improvements must be completed.

Some examples of substandard performance may include arriving late or leaving early from school, not using the prescribed lesson plan format, turning assignments in late, not notifying the cooperating teacher or supervisor when an absence will occur.

The Professional Development Plan should be viewed as another support that helps ensure student teaching success.

SAS Lesson Plan Format

Topic	
Subject Content Area	
Grade Level	
PA Core/ Academic Standards	
Assessment Anchors	
Eligible Content	
Big Idea	
Objectives	
Essential Question	
Duration	
Academic Vocabulary	
Materials	
Instructional Strategies	

<p>Instructional Procedures</p>	<p>Before – Hook, Anticipatory set, Building background, Vocabulary, Setting a Purpose for Lesson</p> <p>Specific Procedure during Lesson:</p> <p>Closure:</p>
<p>Adaptations and Accommodations</p>	
<p>Formative Assessment</p>	
<p>Self Reflection</p>	

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Student Teacher Candidate Dispositions Rating Sheet

Student Teacher Candidate _____ Date _____

Please rate the student based on your observations and interactions with him/her. For a rating of Needs Improvement or Outstanding, please give specific examples as documentation. You may use the back of this sheet for comments.

The student teacher candidate:	Out-standing	Meets Expectations	Needs Improvement	No Evidence
1. Interacts respectfully with cooperating teacher, supervisor, colleagues & peers.				
2. Interacts respectfully with students.				
3. Demonstrates the ability to work independently.				
4. Is punctual.				
5. Hands work in on time.				
6. Is organized.				
7. Adheres to attendance policy.				
8. Accepts feedback and makes necessary changes.				
9. Dresses in professional attire.				
10. Uses the highest form of formal language, both oral and written.				
11. Checks email daily and responds in a timely manner.				
12. Demonstrates positive energy, stamina, perseverance, self-confidence, enthusiasm for teaching, positive demeanor				
13. Adheres to all District & College policies.				

Comments:

When writing comments on back, please number them to correspond to statements 1 – 13.

Evaluator's Signature _____ Date _____

Student's Signature _____

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Student Teacher Observation and Conference Form

The observation of a student teacher serves as a tangible basis for discussion among the cooperating teacher, the college supervisor, and the student teacher.

Copy Blank form, type on document and SAVE.

Student Teacher: _____ **Date:** _____ **Time:** _____
Cooperating Teacher: _____ **Supervisor:** _____

Lesson/Grade Level:

Describe the student teacher candidate's performance. Below.

Domain 1: Planning and Preparation

Domain 2: Classroom Environment (respect, rapport, management)

Domain 3: Instruction (communication, questioning, engaging students, flexibility)

Domain 4: Professional Responsibilities (reflecting on teaching, records, professional development)

Additional Comments:

Name: _____ **Date:** _____

Student Teaching Handbook Signature Page

I have reviewed Keystone College's Student Teaching Handbook and I understand my responsibilities as a Keystone College Student Teacher.

I understand it is my responsibility to adhere to all Keystone college's policies and procedures.

Student Teacher Signature

Date

Statement of Authenticity

The material contained in this portfolio is my work. For confidentiality purposes, any names of children have been changed or deleted.

Candidate's Name

(printed name)

Candidate's Signature

Major

Adviser

Date

To be submitted with your portfolio each time it is reviewed.

Confidentiality Agreement

I understand that maintaining confidentiality is critical and necessary for the compliance with federal and state laws.

I further understand that as a student teacher, my assigned duties and responsibilities may involve the use of state data, school data, or other information that is confidential.

This information that is confidential may also personally identify a particular student, teacher or other staff member in the school.

By signing this agreement, I understand that I am prohibited from including or disclosing Personally Identifiable Information in any form of communication, except as would be required in performance of my duties as a student teacher. Such communication includes, but is not limited to email, instant messaging, faxes, or other written correspondence and any type of verbal communication.

Student Teacher

Date

