



Student Teaching Handbook  
for  
Teacher Candidates

Office of Student Teaching & Field Experiences

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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 guide the student teacher, the cooperating teacher, and the student teaching supervisor.

### Prerequisites for Student Teaching:

To qualify for student teaching, students must:

- Have completed all courses in their academic plan. No additional courses can be taken during the student teaching semester.
- Have earned a C or better in all education, psychology, special education, and content courses.
- Have a 3.0 GPA.
- Have submitted a completed student teaching application on time, including all required documentation.
- Have all four updated clearances on file – State Police, FBI, Child Abuse, and negative TB test.

Applications for Fall must be submitted by February 15<sup>th</sup>.

Applications for Spring must be submitted by July 1<sup>st</sup>.

- 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. Official Score Reports must be submitted by the due date established by the Director of Student Teaching.

## ROLE OF THE OFFICE OF STUDENT TEACHING

Under the direction of the Director of Student Teaching, the Office of Student Teaching:

- Implements all approved standards and policies governing student teaching.
- Serves as the primary contact with area school districts.
- Accepts applications from students who wish to register for student teaching.
- Reviews all applications for required documents.
- Arranges for placements of eligible teacher candidates.
- Contacts teacher candidates if a school/district requires additional information.
- Notifies teacher candidates of their placements via email.
- Prepares, conducts, and facilitates the mandatory seminar prior to the start of student teaching.
- Creates and revises forms and materials necessary for the evaluation and administration of the program.

### Student Teaching Placements

Student teaching placements are the sole responsibility of Keystone College. All placements are made through the school principal or designated district contact person.

Students will receive placements in two different districts. PDE requires students to have placements in diverse settings. Placements are dependent on the availability of cooperating teachers, previous observation placements, and other factors specific to school districts.

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. To ensure appropriate supervision and ongoing support, 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. Each request will be considered once a student teacher has completed five (5) school days in the placement.

Students will be notified by Keystone email of their placement after they have registered for Student Teaching courses. They should then send their introductory letter to their cooperating teachers and make arrangements to meet with the teachers ahead of time.

### Conflict of Interest

Student teacher candidates will not be placed in schools or districts where their children or siblings go to school or schools where they or a member of their family works. Student teacher candidates should also not request a friend or work colleague as their cooperating teacher.

These policies are implemented to protect student teachers and to provide more diverse student teaching experiences.

Students with disabilities will 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 guests in the school district and must follow the rules and policies of the school district.*

Prior to the start of the student teaching experience, teacher candidates should:

- Send their cooperating teachers an introductory letter when they are notified of their placement.
- Contact their cooperating teacher to arrange a visit the week before student teaching begins.
- Get directions, drive by the school, and note the length of the time it takes so that you will arrive at the school on time.
- When meeting with your cooperating teacher for the first time, ask if there is anything you can or need to do to prepare you for your placement.

During the first week of the student teaching experience, **prior to your first seminar meeting, you should find out the procedure that addresses:**

- A virtual school day.
- A lockdown.
- Covid policy

In addition, you should obtain the class schedule and class list.

Attendance:

- Student teachers will follow the schedule of the cooperating teacher with regard to the beginning time and ending time 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.
- Student teachers will arrive on time every day.
- The student teacher should not request permission to leave early or arrive late.
- If a student teacher must be absent, he/she should immediately notify the supervisor first and then the cooperating teacher, as soon as possible when it is known that an absence will occur but by 7 am at the latest.
- Suppose a student teacher is unable to meet their responsibilities for the day. In that case, it is the student teacher's responsibility to make certain that the cooperating teacher has all lesson plans, materials, and manuals needed to teach the class during the student teacher's absence.
- If there is any change in the daily schedule, notify your supervisor asap.
- Student teachers are required to attend the mandatory weekly seminar with their supervisor. The purpose of the seminar is to synthesize the competencies inherent in student teaching.
- 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 that their cooperating teacher attends during their student teaching, including Open Houses, workshops, IEP meetings, parent conferences (if allowed), and school staff meetings with the regular faculty.
- 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 are not permitted to leave early for work or 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 the scheduled absence will occur.
- **Approval will only be granted if there are extenuating circumstances beyond the student teacher's control.**
- 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 2 days prior to the absence or at the cooperating teacher's request.
- Student teachers should complete their attendance sheet daily and have their cooperating teacher sign the sheet weekly.

#### Contract Disputes:

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

In the event of a work stoppage, the student teacher should not report to their placement. They should stay home and wait for further instructions from the Director of Student Teaching.

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. An appropriate dress may include dress shirts, ties, clean dress shoes, a sports jacket in secondary schools, dress pants, dresses or skirts no shorter than 2 inches above the knee when seated, pantsuits, blouses, and sweaters.

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

Many schools object to visible tattoos and multiple piercings. Student teachers who have tattoos are advised to make them as unobtrusive as possible.



Some districts have "dress down" days. Student teachers 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 aftershave that is worn.

#### Professionalism:

- Demonstrate the highest level of professionalism with regard to oral and written communication. **Grammarly**, available free on the library website, should be used for proofreading all written work.
- Student teachers should communicate clearly, formally, respectfully, and properly in all modes of communication.
- 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 as soon as possible.
- Inform your College Supervisor if you are involved in any official legal situations or violations.
- Sign the Confidentiality Agreement and Handbook Acknowledgement Form and upload them to your Livetext portfolio.
- 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.
- If contacted by an administrator, the student teacher should notify their supervisor immediately.
- Avoid personal conversations. Student teaching is not a social hour.
- No gum chewing.

#### Professional Ethics

- Demonstrate the highest level of professional ethics: For example, never make negative remarks or gossip about the school, school personnel, or students.
- Adhere to the PA Code of Professional Practice for Educators, available on Moodle.
- Follow all FERPA Guidelines available on Moodle.
- Teacher candidates should treat all events in the classroom as confidential.
- Conferences between the cooperating teacher and the teacher candidate and supervisor should be held in a private setting if possible.

**Social Media Policy:** Social Media includes, but is not limited to, web blogs, social networks such as MySpace, Facebook, Twitter, Thread, podcasts, video sharing, instant messaging, email, and all online collaboration information and publishing systems including college-sponsored sites.

- Student teachers should see that all social media accounts have privacy settings activated.
- In addition, any post that students would not want a prospective employer to view should be deleted, regardless of the privacy setting.
- Student teachers should take care in posting or publishing photos of themselves.
- Student teachers should monitor pictures posted by friends and monitor any tagging of their names to ensure that a search for their names does not bring up inappropriate images.
- 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.
- If a drink is needed during the day, it should be a bottle of water with a screw-on cap.
- Allow for travel time each day so that you arrive at your school on time.
- Check on designated parking at the school.
- Adhere to the sign-in policies of the school each day.
- 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 the use of the faculty lounge and remember always, you are an invited guest.
- Student teachers will provide their own transportation to and from school.
- Student teachers should not transport students in their cars for any reason.

#### Minimum Requirements for each Student Teaching Placement

- Become acclimated to the school and classroom climate, build relationships with students, and observe the cooperating teacher modeling instruction.
- Support students in small groups, whole groups 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 it 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.
- **All work is due at the end of each placement. Any work not submitted will affect a student teacher's final grade. A grade of Incomplete will not be assigned just because a student does not complete all assignments.**

#### Incident/Accident

- If there is an accident or injury involving a student teacher, both the supervisor and the Director of Student Teaching should be notified as soon as possible, regardless of the circumstance. An incident report should be completed and turned in to the Office of Student Teaching. It is very important to record as much detail as possible on the form. As with all important documents, student teachers should keep a copy in their personal files.
- Students should never submit any written information to the school without having their supervisor and the Director of Student Teaching read it.

#### Lesson Planning:

- The best teaching is dependent on careful planning. Student teachers are to write a formal lesson plan using the Keystone Lesson Plan Format for every lesson taught. A sample lesson plan template with directions 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 no less than 2 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. **Grammarly is available free of charge on the Miller Library**

**website. It should be used for proofreading all written work, including journal entries.**

- **Cooperating teachers have the right to suggest changes in the lesson plan.**

## Orientation Activities for the First Few Days of Your Placement

### **SCHOOL FACILITIES**

The student teacher should:

- Provide all emergency contact information to your cooperating teacher.
- Tour the building, locating the lunchroom, principal's office, nurse, lavatories, gym, library, faculty room, maintenance, etc.

### **SCHOOL PERSONNEL**

The student teacher should

- Make a point to talk to the building administrator. Introduce yourself to him/her as soon as possible.
- Become acquainted with as many staff as possible,
- Become familiar with emergency procedures.

### **SCHOOL REGULATIONS**

The student teacher should:

- Observe the morning and afternoon times that teachers enter and leave the building.
- Learn the supervisory duties of all teachers.
- Determine the classroom/homeroom responsibilities of the teacher.
- Learn what to do in case a student is absent.
- Become acquainted immediately with the approved classroom management procedures of the cooperating teacher.
- Review teacher/faculty and student handbooks, including the student code of conduct.

### **EMERGENCY PRECAUTIONS**

The student teacher should:

- Learn what to do in case of an emergency and/or accident.
- Locate the nurse's office.
- Locate fire exits and routes and know the role of the teacher in emergencies and fire drills.
- Follow safety precautions in all classes.

### **REPORT FORMS**

The student teacher should:

- Learn all reports the cooperating teacher is expected to keep.
- Take daily attendance and maintain records.
- Learn how to handle special student requests and excuses.
- Become familiar with the grading and reporting system of the cooperating teacher and the assigned school.

## **SUPPLIES**

The student teacher should adhere to school policies regarding:

- Classroom equipment and supplies.
- Procedures for requisitioning classroom materials.
- Using the copy machine and making copies.

## **ROOM ENVIRONMENT AND MANAGEMENT**

The student teacher should:

- Follow established routine methods for distributing books, collecting paper, sharpening pencils, leaving the room, hanging coats, going to the library, taking attendance, preparing for lunch, and dismissing the class.
- Learn activities specific to your classroom, such as rest periods, recesses, ongoing projects, etc.
- Reinforce established disciplinary procedures.
- Be aware of the general mood of the classroom.
- Become sensitive to bulletin boards, lighting, table arrangement, displays, and temperature controls.

## **LEARNING ABOUT STUDENTS**

The student teacher should:

- Learn the names of the students asap.
- Learn grouping methods.
- Notice the seating provisions for special needs students.
- Notice the use of student helpers.
- Find out the responsibilities of students for absences and arriving late.

## **INSTRUCTIONAL MATERIALS**

The student teacher should:

- Become familiar with the available textbooks, reference materials, and technology.
- Know the procedure for ordering or securing additional materials in advance.
- Examine thoroughly all relevant material shared by the classroom teacher.
- Become familiar with basic texts.
- Become familiar with the curriculum sequence.

## **MEDIA RESOURCES**

- Determine the most suitable technology.
- Understand the system for securing, using, and returning equipment.
- Adhere to all school district technology policies, including internet and cell phones.
- Complete all forms necessary to adhere to district technology guidelines.

## Teacher Intern Program

This path to certification is for students who have already earned a bachelor's degree. The minimum requirements to qualify for the Teacher Intern Certificate are:

- Completing all academic coursework for your major with a 3.0 GPA.
- Passing the required Pect or Praxis II certification tests.
- Obtaining a job or long-term substitute position in a public school in your area of certification.

The student teaching requirement is met through the Teacher Intern Program while teaching in an assigned school. Student teachers are supervised through Keystone College, must register and pay all tuition costs for student teaching and complete all Keystone College student teaching assignments. To provide additional support, teacher interns must attend a weekly seminar.

The Teacher Intern Certificate is valid for three service years.

### Recommendation for Certification:

- Completion of all program requirements and student teaching requirements
- Conferral of degree
- Minimum satisfactory rating in each category of the PDE-430
- Passing scores on required certification tests (PECT or Praxis II)
- Minimum 3.0 GPA
- Submitted application to TIMS for PA certification. The current fee is \$200.
- Recommendation of Keystone College's Certification Officer.

### Substituting While Student Teaching:

After a satisfactory rating, the student teacher can substitute one day a week in their host teacher's classroom for no more than ten days total for the semester without permission of the Directory of Student Teaching.

If a student teacher wishes to substitute while student teaching or is asked by the district to substitute, please contact the Director of Student Teaching. PDE guidelines may change throughout the year. Any days when a student teacher works as a substitute, does not count toward their required student teaching days and must be made up.

## Policy for Withdrawal, Reassignment, or Termination

It is the understanding of Keystone College that our students in any of our majors are capable and prepared to meet the qualifications and conditions of student teaching.

A school district or the Education Department may remove a Student Teaching from a placement for any of the following reasons:

- Behavior unacceptable to a school district
- Behavior unacceptable to Keystone College
- Unsatisfactory academic performance

Depending on the reason for the removal, a determination will be made by the college whether to reassign or terminate the placement.

Other situational circumstances may occur, including health or other personal reasons. If a student withdraws for a health or personal reason, the student may request in writing a future consideration for a future placement.

### Student Teachers Who Want to Leave Student Teaching

Please know that there are significant academic and financial implications for student teachers who leave or withdraw from student teaching. If you are considering withdrawing, student teachers should contact their academic advisor, the Director of Student Teaching and Student Business Office.

## 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 careers.

### **Responsibilities include:**

- Visit each placement at least 4 times. The first time is a “drive-by” or “welcome visit” to meet the cooperating teacher and see the classroom and drop off paperwork.
- Review and explain all documentation forms to cooperating teachers at the beginning of the placement during the welcome visit.
- Collaborate with the cooperating teacher with regard to the evaluation of the student teacher.
- Make expectations known to students during the first week of the placement.
- Make three 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 the 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.
- Observation visits should occur approximately every two weeks after the initial visit.
- 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.
- 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 the final grade for each placement after consultation with the cooperating teacher.
- Collect all observation forms from the cooperating teacher.
- Remind cooperating teacher to submit the stipend form at the end of each placement.
- Conduct an end-of-placement conference with the cooperating teacher and student teacher for the purpose of obtaining feedback for the PDE 430.



## 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.

Keystone College requires all cooperating teachers to meet Chapter 22, Code 354.25 of the PDE guidelines. The teacher must:

- Have 3 years of certified teaching experience.
- Have one year of certified experience in the district.
- Have teaching assignments appropriate to the subject/grade level competency of the student teacher.

### 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 and your students 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, and health policies.
- Orient the student teacher to classroom management procedures, classroom rules, and policies.
- Have a 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 the 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 the 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. Both the student teacher and the supervisor should receive copies of each of the observations.
- 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 1st 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 to 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, and observe and document any special needs of the students.</p> <p>Begin to assume the responsibility for planning lessons.</p> <p>Learn details about what is being taught (curriculum), and review manuals.</p> <p>Become familiar with management tasks and grading procedures, and learn transition procedures.</p> <p>Observe how a lesson is introduced, how grouping is determined, how groups are called together and dismissed.</p> <p>Teach one lesson to the entire class.</p> <p>Teach a small group lesson planned by your cooperating teacher, and/or work with a small group of students.</p> <p>Work with individual students that are having difficulty.</p> <p>Documenting daily activities &amp; reflections.</p> <p>Become familiar with any and all technology utilized in the classroom.</p>
Week 2	<p>Increase responsibility by co-teaching.</p> <p>Assume responsibility for one group activity.</p> <p>Lead a group discussion.</p> <p>Continue working with individual or small groups of students</p> <p>Plan follow-up activities, and lead a group discussion.</p> <p>Introduce content.</p> <p>Make decisions based on cooperating teacher's rules/policies.</p> <p>Document work.</p>
Week 3	<p>Take responsibility for classroom management, grouping strategies, and cooperative learning. Devise assessment strategies, document daily.</p> <p>Increase responsibility for teaching lessons.</p>
Week 4	<p>Continue to assume responsibility for working with the entire class.</p> <p>Create plans for continued teaching, including creative projects.</p> <p>Implement interventions for a case study.</p>
Week 5	<p>Independent teaching full course load weeks 5-7.</p> <p>As you continue to take over responsibility for the classroom, engage cooperating teacher as an assistant.</p> <p>Write daily lesson plans for all lessons taught.</p> <p>Communicate with school personnel/parents.</p> <p>Document work daily.</p>
Week 6	<p>Move toward taking ownership of management and lesson planning for all subjects.</p>

Week 7	Complete assignments, work with cooperating teacher, and start to give back some control and finalize work and projects with students.
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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. Cooperating teachers who are uncertain about whether the teaching assignments are adequate for their student teachers should discuss this situation with their student teachers and/or with the supervisor.

## 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 completion. The following are the forms that are used for each placement.

- 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.
- Livetext, a credential portfolio, will be used by the student teacher to provide evidence of meeting the student teacher competencies.

**Grading will be determined using the following assessments.**

**Specific assignments can be found in the Student Teaching Syllabus.**

- PDE 430, which is completed by the college supervisor after consultation with the cooperating teacher. To pass the student teaching course, a student teacher must achieve "satisfactory" in all four areas on the PDE 430.
- Lesson Observation Reports, at least 3 per placement by the supervisor and three observations by the cooperating teacher.
- Skills and Disposition Sheets, one completed by both the cooperating teacher and the supervisor.
- Attendance at seminars.
- Weekly Journal Entries, topics determined by supervisors
- Lesson Plans for each lesson taught, not just those observed by the supervisor.
- Evaluation of Livetext Portfolio.
- Additional Requirements are determined by the Supervisor.

#### Minimum Requirements to be included in the Livetext Portfolio:

- Work samples
- Observation reports, from both cooperating teachers and supervisors
- Student teacher-made assessments
- Examples of how technology was used
- Lesson plans
- Evidence of parent involvement
- Evidence that supports knowledge of diverse learners
- Statement of Authenticity

#### Grading

Student teaching is a Keystone College course. The Education Department faculty are legally responsible for the grade a teacher candidate receives and for the subsequent recommendation for teacher certification. The cooperating teacher's recommendation will be extremely influential, and in most cases, the cooperating teacher and faculty supervisor will agree on the overall evaluation. If there is a disagreement, every attempt should be made to arrive at a consensus. In rare instances where this is not possible, a conference will be held with the cooperating teacher, supervisor, and Director of Student Teaching. Note again, the final grade rests with the college and will be determined using the Student Teacher Competency Rubric.

### 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 the student teacher areas where he/she is not meeting the minimum requirements. A conference will be held between the supervisor, cooperating teacher, and student teacher to develop the Professional Development Plan that includes measurable steps.

The plan will include specific examples of substandard performance, measurable steps for improvement, and a specific timeline of when improvements must be completed.

Some examples of substandard performance that should be documented may include:

- arriving late or leaving early from school
- not using the prescribed lesson plan format
- failure to submit plans on time
- not notifying the cooperating teacher or supervisor when an absence will occur
- inappropriate dress
- lac of participation and collegial interaction within the school
- poor work quality
- inappropriate interactions or behaviors with students

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

If the student teacher does not improve, additional steps may be necessary, and decisions will be made dependent on the nature of the problem, including failing or removal from student teaching.

## Keystone College 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:	Outstanding	Meets Expectations	Needs Improvement	No Evidence
1. Interacts respectfully with the 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 the 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 the back, please number them to correspond to statements 1 – 13.

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

**Keystone College**

**Student Teacher Observation and Conference Form**

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 of 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

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(printed name)

Candidate's Signature

---

Major

---

Adviser

---

Date

---

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This form should be uploaded to your Livetext Portfolio under Professionalism

## Confidentiality Agreement

I understand that maintaining confidentiality is critical and necessary for 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 to perform 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.

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Student Teacher

---

Date

## KEYSTONE COLLEGE LESSON PLAN FORMAT DIRECTIONS

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Subject Area \_\_\_\_\_ Topic \_\_\_\_\_

<p><b>PA Core Standards:</b> <i>From the SAS website, use numbers and text.</i></p> <p><b>PA Academic Standards:</b> <i>From the SAS website, use numbers and text.</i></p> <p><b>Big Idea:</b> <i>Use the Curriculum Framework on the SAS website.</i></p> <p><b>Essential Question:</b> <i>Use the Curriculum Framework on the SAS website.</i></p>	
<p><b>Objective:</b>  <i>What are children expected to know and be able to do at the end of the lesson?</i>  <i>The objective should describe:</i>  <b>Condition-</b> <i>circumstances under which the skill will be taught</i>  <b>Learner</b> – <i>Start with “The learner will.”</i>  <b>Behavior</b> – <i>using an action verb that is observable and measurable.</i>  <b>Criteria</b> – <i>Performance expected, ex. 80% of the time.</i></p>	<p><b>Formative Assessment:</b> <i>How will you assess understanding during the lesson?</i></p> <p><b>Summative Assessment:</b> <i>How will you assess that the objective is met. Your assessment is directly related to the objective.</i></p>
<p><b>Objective:</b>  <i>If more than one objective is used, number the objectives.</i></p> <p>Add an additional row if needed for more objectives.</p>	<p><b>Assessment:</b>  <i>The number of assessments matches the number of objectives.</i></p>

**Duration of Lesson:** *Realistic and Developmentally appropriate for age and grade.*

**Academic Vocabulary:** *What key terms are essential? How will opportunities be provided for students to use academic vocabulary, written and oral?*

**Materials:** *What is needed to teach this lesson? Text (title & author), the technology used, include links, cite all sources, including web resources.*

**Anticipatory Set/Motivation:**

*How will students' attention be obtained?*

*How will the objective be introduced?  
How will prior knowledge be built?  
How will the skill or strategy of the lesson be explained?  
How will a purpose be set?*

**Procedure:** *Step-by-step instruction **directly related to the objective** includes explanation, guided practice, and independent practice.*

*Explicitly and sequentially describe how the concepts will be taught using explicit instruction.*

*Explicitly and sequentially describe the opportunities provided for students to practice and apply skills under the direct supervision of the teacher.*

*Explicitly and sequentially describe the opportunities provided to the students to practice and apply skills independently.*

**Sentences should not start with “I will” or “The teacher will”.**

**Closure:**

*How will the lesson objective be reviewed so that all students are participating? How will students summarize their learning? How will this provide students with a preview of future learning?*

*Closure activities must include all students summarizing key points of the lesson.*

**Differentiation:** *Specific activities designed to provide for the instructional needs of ALL learners with attention to student interests, readiness and learning styles.*

*Instruction should be differentiated through content, process, product, and learning environment.*

**Accommodations:** *How will all students access be given access to the curriculum? This may include accommodations for presentation, setting, response, and timing.*

**Keystone College Education Department**

**Cooperating Teacher Stipend Form**

**Please complete it at the end of each placement. Stipends will be paid at the end of the first placement and at the end of the second placement.**

**Cooperating Teacher Name:** \_\_\_\_\_

**District:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Name of Student Teacher:** \_\_\_\_\_

**Please Check One of the Following:**      **Fall Semester** \_\_\_\_\_

**Spring Semester** \_\_\_\_\_

**Year:** \_\_\_\_\_

**Check Should be Made Payable to:**

\_\_\_\_\_

**Address to Which Stipend Check Should be Sent to:**

\_\_\_\_\_

**Cooperating Teacher's Social Security Number:** \_\_\_\_\_

(Checks cannot be sent to individual cooperating teachers without a social security number.)

\_\_\_\_\_

*(This form is strictly confidential for Business Office use only.)*

*Please complete and returned directly to Jeanie Prall, Director of Student Teaching, Keystone College, 211 Ward Hall, La Plume, Pa 18411.*

*This form can be also emailed to [Jeanie.prall@keystone.edu](mailto:Jeanie.prall@keystone.edu) or faxed to 570-945-8487.*

