

Saint Joseph's University
Education Department



**Pre-Student Teaching Field Experiences Handbook
for Secondary Education Certification**

**A Guide for Graduate Education Students,
University Instructors and Cooperating Teachers
Modified May 2010 (OATCERT)**

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Introduction

The pre-student teaching field experiences, or labs, are critical components of the teacher preparation program at Saint Joseph's University. The experiences provide education students with reflective opportunities to connect theory on learning and teaching with practice. The field experiences also allow education students to learn from, and work alongside, in-service teachers, and make contributions in real classrooms.

Education students seeking certification in secondary education complete a sequence of labs prior to conducting student teaching. Each lab is embedded in a specific course at Saint Joseph's. Lab requirements and activities are thoroughly integrated with the course content and discussion. All labs involve observation, practice, and reflection. Opportunities for teaching, however, become more extensive for education students as they progress in the lab sequence.

University course instructors share responsibility with cooperating teachers in supervising and evaluating lab students. A discussion of the responsibilities and expectations of course instructors and cooperating teachers, including evaluation forms, is also provided below in this handbook.

Assessment of lab requirements and activities are guided by the Pennsylvania and Saint Joseph's University Learning Principles. These principles can be found in Appendix E of this handbook. The learning principles are also reflected in the Mission Statement of the Education Department at Saint Joseph's (Appendix F). University instructors, education students, and cooperating teachers are asked to review the learning principles and departmental mission statement. The discussions on the requirements of the three labs (provided below) itemize portfolio artifacts and their related learning principles to be generated by education students completing the labs.

Field Experience Placements – Online Certification Program (OATCERT)

Program candidates seeking teaching certification currently are required to complete between 80 and 120 cumulative hours of approved and documented field experiences in the classrooms of certified teachers prior to their own student teaching.

Students participating in the OATCERT online certification program who are not currently teaching will be responsible **for securing their own placements with certified teachers in their content area**. Frequently, principals or school districts request a letter from Saint Joseph's University verifying the student's enrollment and specifying the course for which the student will be observing. A form is available on the OATCERT website for this purpose and should be sent to the person indicated on the form. Candidates who are currently teaching may complete the field experience requirement, including the mini-lessons, in their own classrooms.

The Office of Student Teaching and Field Placement (Barbelin Hall 310; 610-660-3438) can provide lab placements for graduate students who do not have paid teaching positions and **reside in the Philadelphia area**

Education students are encouraged to conduct at least one lab in a school in an urban or ethnically diverse setting. Students may complete all their field experiences, including student teaching, in urban or ethnically diverse settings if they prefer to do so.

Accommodations

Students with disabilities who require special arrangements or accommodations for their lab assignments are encouraged to contact the Assistant Director of Student Teaching and Field Placement as soon as possible, at 610-660-3438.

Background Checks

The Commonwealth of Pennsylvania requires PA applicants for teaching positions to obtain both a criminal and child abuse background check. Increasingly, schools require these checks for education students completing their field experiences. If they have not already done so, education students planning to complete a lab should obtain the criminal and child abuse background clearances as soon as possible. These clearances are good for one calendar year. The information and instructions can be obtained through the Pennsylvania Department of Education homepage at [http://www.education.state.pa.us/portal/server.pt/community/background_checks_\(act_14\)/7493](http://www.education.state.pa.us/portal/server.pt/community/background_checks_(act_14)/7493).

Student Guidelines for Lab Conduct and Professionalism

Conduct

- Professional appearance and behavior are expected at all times. Students should dress in a manner similar to the faculty in the school where they are assigned. Students should check with their cooperating teachers to be sure they are dressed in the required manner.
- Lab students should arrive at their assigned school 10 to 15 minutes early, report to the main office, and sign in. Students should introduce themselves to the principal or school coordinator before going to their assigned classroom on the first day. When required, students should wear an ID badge or visitor's pass. Students should return to the office before departing and sign out of the building.
- Lab students should bring a copy of their Criminal Record Check and Child Abuse Clearance to their school on their initial visit.
- Lab students should not chew gum, eat, or drink in the classroom unless they are participating in a planned activity that calls for eating or drinking.

- Students in the assigned schools are protected by confidentiality law. This law requires that lab students not use the correct names of students in lab assignments, nor discuss these students by correct name in classes at Saint Joseph's or any other situation outside their assigned school. Lab students should discuss the details of an issue regarding an individual student only with the cooperating teacher.

Attendance

- Attendance at scheduled lab visits is mandatory. Any missed lab visit must be made up on a date and at a time convenient for the cooperating teacher.
- In the event that a lab student will be unavoidably late or need to cancel a scheduled visit due to illness or an emergency, she/he should contact the cooperating teacher directly or leave a message with the school secretary as far in advance as possible.
- Lab students are required to submit a completed Attendance Verification form (see Appendix C) to their Saint Joseph's instructor at the conclusion of the lab placement. Students request their cooperating teacher to sign this form every time they make a scheduled visit.

Requirements and Evaluation

- Lab students should provide their cooperating teachers with a copy of this handbook and review the lab requirements (described below in this handbook) so that they can mutually plan for involvement in appropriate classroom activities. Students should offer to assist their cooperating teacher in the classroom wherever they can, even beyond the lab requirements.
- Lab students should direct any questions they have concerning lab requirements to the course instructor at Saint Joseph's.
- At their initial meeting, lab students should also provide their cooperating teachers with their phone number and email address, and ascertain the best way they should attempt to reach the cooperating teachers in the event that the students cannot make a scheduled visit.
- Lab students should take a notepad on each school visit to facilitate record keeping and observational data.

- When teaching a lesson, lab students should use the lesson plan format found in Appendix A of this handbook. Students should discuss the lesson with the cooperating teacher, prepare the lesson rigorously, and provide the cooperating teacher with a lesson plan in advance of giving the lesson.
- Lab students should ask the cooperating teacher to complete a Lesson Observation Form (see Appendix B) for their lesson, and to provide other feedback on the lesson. Lab students should submit a copy of the completed lesson observation form to their course instructor at Saint Joseph's.
- At the conclusion of the lab experience, students should ask their cooperating teacher to complete a Student Field Experience Evaluation Form (see Appendix D). Lab students need to submit this completed form to their course instructor at Saint Joseph's.
- Lab students should write their cooperating teacher and principal a thank you note at the conclusion of the lab experience.

Expectations for Cooperating Teachers

The Education Department at Saint Joseph's University greatly appreciates the generous and vital service cooperating teachers provide when they host and mentor lab students in their classrooms.

The labs completed by secondary education certification students vary in length from ten to thirty hours. Students usually complete their labs by visiting the host school one day per week, for a period of three hours in each visit. Their attendance is mandatory. Students who are unable to attend a scheduled visit are asked to call the school in advance to notify their cooperating teachers. Any missed visits are made up by the students before the semester ends, and on a day and at a time convenient for the cooperating teacher.

The different field experiences involve students in varying amounts of observation and hands-on practice. More detailed requirements for the specific labs are described below in this handbook. Regardless of the prescribed requirements, it is the expectation of the Education Department that lab students will provide another useful set of hands in the classroom, and assist cooperating teachers when and where they can, and are needed, during their visits.

Besides providing lab students with feedback and opportunities to observe and practice teaching, cooperating teachers are requested to assist in the evaluation of the lab students. This includes signing Attendance Reports for lab students (Appendix C), and completing a Lesson Observation Form (Appendix B) for lab students who are required to deliver a lesson during their lab experience. These students will discuss the lesson and present a lesson plan in advance of actually delivering the lesson. (The lesson plan format can be

found in Appendix A.) At the conclusion of the lab experience, cooperating teachers are also requested to complete a Student Field Experience Evaluation Form (Appendix D).

Lab requirements and evaluation are guided by two sets of learning principles: one (the INTASC competencies) adopted by the Pennsylvania Department of Education; the other adopted by the Education Department at Saint Joseph's. These learning principles are listed in Appendix E. The learning principles are also reflected in the Department's mission statement, which can be found in Appendix F.

A cooperating teacher who has specific concerns regarding a lab student assigned to her/his classroom, or has suggestions for improving the lab experience overall, is urged to contact the Assistant Director of Student Teaching and Field Placement at Saint Joseph's University at 610-660-3438.

Responsibility of University Course Instructors

University course instructors assist the Office of Student Teaching and Field Placement in securing lab placements for their students by distributing and collecting lab placement application forms to students during the first week of the semester. University course instructors will also be asked to relay lab placement/orientation meeting information to their students on behalf of the Office of Student Teaching and Field Placement. This office will take the initiative in contacting course instructors and providing them with the forms and information at the beginning of the semester.

University course instructors take the lead in directing the activities of the labs, and determine and submit lab grades (of ***Pass*** or ***Fail***). Course instructors share responsibility for guidance and evaluation of lab students, however, with cooperating teachers. The generic lab requirements peculiar to each lab are described below in this handbook. Lab requirements and evaluation are driven by the Pennsylvania and Saint Joseph's Learning Principles (Appendix E), and reflect the values articulated in the SJU Education Department's Mission Statement (Appendix F).

Course instructors will further define and adapt the reflective assignments connected to the lab activities (discussed below) to fit their particular approach to their course objectives. It is the expectation of the Education Department, however, that course instructors will adhere to the number of hours and visits comprising the labs and the kinds of activities undertaken (e.g., interactive observations, lessons, etc.). In addition, students required to conduct actual lessons during their labs are required to follow the lesson plan format found in Appendix A of this handbook.

Lab students will provide their course instructors with additional evaluative materials completed by their cooperating teachers. These include: a Lesson Observation Form for labs requiring students to conduct a lesson (Appendix B); an Attendance Report (Appendix C); and a Student Field Experience Evaluation Form (Appendix D).

University course instructors are requested to provide their contact phone number and email to the cooperating teachers through their lab students. Additional school liaison and problem solving support is available through the Office of Student Teaching and Field Placement at 610-660-3438.

Appendix A

Lesson Plan Content and Format

The lesson plan form on the following page is the official Education Department format that will be used for all courses, labs, and student teaching. Students will find that different K-12 schools use various types of lesson plans. However, while at SJU students should use this one; it addresses topics the Education Department believes are important for all students to consider as they plan for instruction. Although the following format has been placed on one page, it is not assumed that lesson plans will necessarily be only one page in length. More experienced teachers often internalize much of their planning and write fairly short plans. However, less experienced teachers will find that the process of writing out fully developed plans facilitates thinking about the many choices that confront them in each part of the lesson. The different sections of the SJU lesson plan form are as follows:

- **Goals** refer to broader and more long-term curriculum aims, while **Instructional Objectives** refers to the outcomes for a particular lesson that help student achieve the curriculum goals. For example, “demonstrates a greater interest in reading self-selected books” might be a year-long goal to which a given lesson contributes, while “describes similarities and differences between a character in a self-selected book and someone the student knows in real life” might be an instructional objective for a particular reading lesson that supports this goal.
- **Content** consists of the specific concepts, skills, processes, and information that will be taught in the lesson and is often correlated to academic standards, such as Pennsylvania’s Chapter 4 standards for K-12 and those of the professional organizations (e.g., National Council of Teachers of Mathematics).
- **Teaching Procedures** comprise the methods or pedagogy used to assist students in attaining the lesson’s objectives and the goals. It is helpful to think of these procedures as consisting of three types – introductory, developmental, and closure.
- **Materials** comprise texts, technology, handouts, art work, hands-on objects, and other items that the teacher uses as means for supporting the teaching procedures.
- **Accommodations and Modifications** describes the special adaptations the teacher makes in the lesson to meet the needs of students with exceptionalities and/or who represent diverse cultures. These may include different materials, special teaching methods and grouping arrangements, peer support, and other differentiated teaching plans.

- **Assessment Strategies** includes the different means by which the teacher will determine whether or not the lesson's objectives are being met. These consist of informal methods of checking for understanding during the lesson and at its end, as well as through any formal testing that might be appropriate. The teacher should be ready to make mid-course changes in the lesson plan if it is clear that additional teaching or a different approach is necessary.
- **Lesson Evaluation** is devoted to the teacher reflecting upon the success of the lesson in relation to its goals and objectives. The student evaluates the teaching procedures, accommodations and modifications, materials, and assessment strategies for their effectiveness. The objectives and goals themselves should also be evaluated for their appropriateness.

DAILY LESSON PLAN

Student _____ Subject _____

Date _____ Grade(s) _____ Cooperating Teacher's Initials _____

I. Goals

II. Instructional Objectives

III. Content

IV. Teaching Procedures

A. Introductory

B. Developmental

C. Closure

V. Materials

VI. Accommodations and Modifications

VII. Assessment Strategies

VIII. Lesson Evaluation

Appendix B
Lesson Delivery/Observation Form

Lab Student _____ Date _____ Time _____

Evaluator Signature _____ Grade/Subject _____

Directions: Please check off the performance elements observed during the lesson.

PA Principle 1: **Content and Meaningful Learning Experiences** PA 354.33.(1)(i)(A)

- demonstrated solid knowledge of the content.
- represented the content clearly and in an organized manner.
- conveyed enthusiasm for the subject.

PA Principle 2: **Developmental Characteristics of Learning** PA 354.33.(1)(i)(B)

- employed activities appropriate for the developmental characteristics of the students.
- connected the lesson content to the students' prior knowledge and experience.

PA Principle 3: **Diverse Learners** PA 354.33.(1)(i)(C)

- included adaptations/modifications to address different learning abilities and cultures.
- exhibited high expectations for student learning and achievement.

PA Principle 4: **Multiple Instructional Strategies and Active Learning** PA 354.33.(1)(i)(D)

- used multiple teaching strategies.
- encouraged critical thinking and active learning.

PA Principle 5: **Managing the Learning Environment** PA 354.33.(1)(i)(E)

- carefully managed student transitions and materials during the lesson.
- provided clear and detailed directions for the students.
- established expectations for student behavior.
- was aware of student behaviors throughout the lesson.
- treated students fairly and with respect
- addressed inappropriate behavior with success.
- used time well during the lesson.

PA Principle 6: **Effective Communication and Fostering Inquiry** PA 354.33.(1)(i)(F)

- asked questions that fostered higher order thinking.
- effectively engaged students in discussion.
- enhanced lesson with media and technology.

Principle 7: **Planning and Preparation** PA 354.33.(1)(i)(G)

- effectively planned and prepared for the lesson.
- developed clear lesson objectives consistent with curriculum goals and standards.

PA Principle 8: **Assessment** PA 354.33.(1)(i)(H)

- checked for student understanding during the lesson.
- included an assessment in lesson to check accomplishment of objectives.

Please provide any helpful comments on the back of this form.

Appendix C
SJU Field Experience Verification Form

Student Name: _____

Course Number/Name: _____

Course Instructor: _____

Semester: _____

School: _____ Grade: _____

Cooperating Teacher: _____ Room: _____

A minimum total of _____ hours need to be document on this form to satisfy program requirements.

Date	Number of Hours	Cooperating Teacher Signature

This is to verify that the above named student successful completed _____ field experience hours in my classroom this semester.

Cooperating Teacher Signature School Date

Appendix D
Student Field Experience Evaluation Form

Lab Student: _____

Cooperating Teacher: _____

School: _____ Grade: _____

Directions: Please answer the following questions concerning the overall performance of the lab student working in your classroom this semester.

PA Principle 9: Professionalism PA 354.33.(1)(i)(I)

1. Did the student arrive on time for her/his scheduled visits? _____
2. If the student missed a scheduled visit, did she/he notify you in advance? _____
3. Did the student make arrangements to reschedule any missed visits? _____
4. Did the student maintain a professional appearance during the lab experience? _____
5. Did the student exhibit professional conduct during the lab experience? _____
6. Did the student actively seek and readily accept advice during the lab experience? _____

PA Principle 10: Collaboration and Contributions in the Classroom PA 354.33.(1)(i)(J)

7. Did the student actively seek ways to assist you in the classroom? _____
8. Was the student sensitive to the needs of the children in your classroom? _____
9. Overall, did the student add to the positive environment in the classroom? _____
10. Did the student communicate respectfully with students and school staff? _____

Please provide any comments below and on the back of this form.

Cooperating Teacher Signature: _____ Date: _____

Appendix E
Pennsylvania and SJU Learning Principles
for Elementary, Special, and Secondary Education Certifications

Introduction

In order to be recommended by SJU for Pennsylvania certification, each student must demonstrate that he or she has achieved the *Learning Principles* set by the state and by the SJU Education Department. These principles are listed on the following pages – ten set by the state and five by the SJU Education Department. While there is some overlap with the state's, each of the SJU learning principles presents a special emphasis that the Education Department believes is important given our mission and Jesuit values.

Pennsylvania Professional Educator Learning Principles

Learning Principle 1 – Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

Learning Principle 2 – Knowledge of Human Development and Learning

The teacher understand how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development.

Learning Principle 3 – Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom.

Learning Principle 4 – Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Learning Principle 5 – Classroom Motivation and Management Skills

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Learning Principle 6 – Communication Skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Learning Principle 7 – Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Learning Principle 8 – Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Learning Principle 9 – Professional Commitment and Responsibility

The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

Learning Principle 10 – Partnerships

The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

Saint Joseph's University Education Department Learning Principles

SJU Learning Principle 1 – Faith Justice and Education

Teaching from a faith-based perspective, the teacher gives priority to the development of social justice and equity in the classroom.

SJU Learning Principle 2 – Education in the Community Context

The teacher fosters relationships between the school and the communities it serves, taking into consideration such issues as gender, race, and class, as well as promoting the sharing of resources and perspectives that enhance and enrich learning in a community of learners.

SJU Learning Principle 3 – Multiple Paradigms in American Education

The teacher views education through the lenses of different paradigms that seek to describe the role of education in a democratic society. These include social, economic, cultural, critical, and constructivist paradigms.

SJU Principle 4 – The Role of the Scholar-Practitioner Model in Education

The teacher is able to make connections between theory and practice and understands the role that scholarly research can play in guiding the work of the practitioner.

SJU Principle 5 – The Role of an Interdisciplinary Curriculum

The teacher uses an interdisciplinary approach to teaching based on an understanding that learning is enhanced when students make connections among different subject areas.

Appendix F

Saint Joseph's University Education Department Mission Statement

The Saint Joseph's Education Department centers its philosophical and practical mission on preparing ethical educators for the 21st century. Committed to establishing a vibrant learning community between faculty and students, the Education Department holds the concepts of social justice and democracy as central to its mission. The Department is also committed to academic rigor and integrity, ranging from the undergraduate liberal arts and continuing education teacher preparation programs to the master's and doctoral level programs. In every instance, students are considered to be active learners who identify, analyze, and evaluate teaching as a social, psychological, cultural, and intellectual endeavor.

Central to social justice is the preparation of teachers and future educational leaders who are committed to an ethic of academic inclusiveness and interdisciplinary content, ranging from traditional to transformative knowledge. Therefore, learners across all educational programs will be intellectually responsible for developing the philosophical and paradigmatic bases for their own learning and teaching.

Our commitment to democracy includes a multicultural platform that incorporates race, class, gender, and historical and political understandings into our teaching and scholarship in order that we and our students may become effective agents of change. We also place special emphasis on preparing teachers for a variety of teaching environments, including urban, suburban, and rural, with a special outreach to those whose needs are greatest and from whom our support can be most helpful.

The Education Department is committed to creating a lifelong learning environment of critical, creative, and reflective thinking, including student involvement in faculty research, publications, and local and national presentations. Creating intellectual teachers prepares Saint Joseph's students to assume educational leadership positions. Scholarly publications and presentations support the relationship between theory and practice and characterize a department intent on creating a growing local, national, and international reputation.

Social justice and democratic ideals are premised on inclusive and interdisciplinary models of teaching and learning. These will be the ideals and models that will guide the Education Department's academic and professional endeavors and that will enable us to prepare our students to be effective educators in the diverse educational settings that are increasingly characteristic of our postmodern society.

Appendix G

IMPORTANT STUDENT POLICIES

1. If a violent altercation occurs between two or more students, SJU lab students, student teachers or volunteers **SHOULD NOT** intervene. The best thing the SJU student can do is send word immediately to school security or the front office that they need another adult's assistance immediately and then **VERBALLY** try to persuade the students to cease fighting.

2. SJU student teachers, lab students and volunteers should **NEVER** be left alone in a classroom with a class of students without having a certified teacher in the room. If our students are left alone with a class, please tell them they are to immediately notify the office and have another certified teacher or school/district employee to join them in the room.

3. SJU student teachers, lab students and volunteers should **NEVER** be left alone in a room with an individual student. If an SJU student is asked to work one on one with a k-12 student (i.e. for tutoring, testing etc.), that needs to take place in a room where another certified teacher or school/district employee is visible.

4. SJU student teachers, lab students and volunteers **SHOULD NOT** have physical contact with k-12 students, regardless of the circumstances.