



FIELD EXPERIENCES HANDBOOK

Saint Joseph's University

Philadelphia, PA

August 16, 2016

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Mission and Vision of the Education Unit

Saint Joseph's University Education Preparation Provider's conceptual organizing theme, *Teaching and Leading with Mind (Reason), Heart (Compassion), and Purpose (Social Justice)*, is grounded by a set of principles and values that shape our mission (what we are charged to do) and our vision (what we aspire to do).

The Educator Preparation Provider (EPP)'s **mission** is to cultivate knowledgeable, caring, reflective, and socially conscientious educators who can think critically, inspire a passion for learning, communicate effectively, and advocate intentionally for all PK-12 students, including those from culturally nondominant communities and those who have distinct learning needs. The EPP is charged to develop the professional habits of reflective practitioners, change agents, teacher-researchers, and transformational educators. It is also responsible to develop strong and sustainable partnerships with schools and organizations in order to increase our impact on our share of the teacher and educational leadership preparation market.

Beyond these purposes, faculty in specific departments are charged with particular goals. In the Department of Educational Leadership, faculty are responsible to prepare school leaders who understand the pedagogical, political, social, and cultural role of education and who are willing to lead others preparing global and social justice oriented citizens. Faculty who teach in the Organization Development and Leadership (ODL) program educate adult students to train, educate and coach employees, leaders, community members and other educators in the art and science of psycho educational processes and organizational psychology. This program focuses on the holistic health of organizations and the teams and individual leaders who work in those organizations. Faculty in the Department of Special Education are especially invested in helping candidates develop the skills and knowledge to accommodate and modify the learning environment for students with divergent learning needs. Faculty in the Department of Teacher Education are specifically charged with building candidates' knowledge of schooling, development, technology, and teaching within specific content areas.

The EPP's **vision** is to create caring, committed, confident, and knowledgeable teachers and school leaders. We strive to produce intellectually curious, ethical, reflective, and activist-oriented professionals who are committed to the democratic promise of high quality education for all children. To this end, our graduates should be politically aware and invested in transforming the policies and practices that undermine student achievement. They should be able to apply theoretical and analytical perspectives about learning and teaching to their everyday decision-making. Among these are understandings about the values, perspectives, heritage, and cultural capital that all students bring to school. Such a mindset is essential for creating culturally relevant programs that allow students to identify with school. Additionally, graduates should be knowledgeable about technology to create intellectually engaging learning environments. They should be able to communicate and collaborate with different stakeholders and apply effective leadership approaches to create healthy, effective, and inclusive systems where growth and learning can happen.

I. Definitions of Field Experience

Per the Pennsylvania Department of Education, there are four stages of field experience and student teaching (See Section IV below). Each one is progressively more intensive and requires the candidate to assume gradually more responsibility. The experiences should take place in collaborative settings to give candidates a flavor for the values, culture, and working styles of learning environments. This includes learning about the socio-emotional and academic traits of students, and gaining experience with the teaming approach to teaching through direct observation and participation in teamwork and collaboration at the appropriate grade levels.

Field experiences are defined, as a range of formal, required school and community activities participated in by students who are enrolled in teacher preparation programs. These activities generally do not include student teaching under the supervision and mentorship of a classroom teacher. Effective field experiences provide candidates with increasing exposure to schools, under the guidance of program faculty and trained teacher mentors throughout the preparation program.

II. Field Experience Guiding Principles

1. Field experiences are designed and delivered for candidates to make explicit connections with content areas, cognitive development, motivation and learning styles.
2. Field experiences allow teacher candidates to observe, practice, and demonstrate coursework competencies, under the supervision of education program faculty and under the mentorship of certified teachers.
3. Field experiences must allow teacher candidates to progress from observation to teaching small groups of students under the mentorship of a certified educator at the pre-student teaching level, to the culminating student teaching experience.
4. Field experiences are on-going throughout the program, aligned with coursework, and include varied experiences in diverse environments.
5. Candidates need time to learn and demonstrate the complex competencies and responsibilities required by teachers.

III. Professional Behaviors to be demonstrated throughout Field Experience

1. Understand and adhere to PA Code of Conduct (See Appendix A)
2. Appreciate the need for and maintain, student, family, and staff confidentiality.
3. Acquire and maintain appropriate clearances.
4. Understand and adhere to policies and procedures of the specific institution.
5. Advocate for high quality, child-centered teaching practices utilizing the appropriate supervisory channels, including requirements related to mandated reporter status.

IV. Field Experience Stages

The following section describes the four stages of Field experience required for all certificate areas.

Stage 1: Observation

Students are observers in a variety of education and education-related settings appropriate to various grade level assignments. Observations should occur in a range of school and learning settings (e.g., urban, suburban, rural; high and low-performing schools) so that students have a broad experience.

Stage 2: Exploration

This is an experience in which the candidate works under the teacher's supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures.

Stage 3: Pre-student teaching

This is the beginning of student teaching in which candidates teach small groups of students, in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction.

Stage 4: Student Teaching

There is a minimum of 12 weeks full-time student teaching required in §354.25(f). Saint Joseph's University candidates are expected to complete one entire semester of full-time student teaching. Candidates will adhere to the calendar and schedule of the host school.

V. Saint Joseph's University Field Experience Registration Requirements

Field experiences are embedded in specific courses within each teacher preparation program. Candidates must register for the accompanying "F" section for each course that contains field experiences. In addition, candidates must register for EDU 999 each semester in which they are enrolled for courses, which contain field experiences. Note: While candidates may enroll in multiple field experience classes in a given semester, candidates will only register for ONE EDU 999 section each semester. There is a \$100 field experience fee attached to EDU 999, thus it is prudent to register for only one EDU 999 each semester.

VI. Courses containing Field Experiences

All field experiences are embedded in courses. See Appendix B for the current list of courses, which contain field experiences. Candidates must register for the corresponding “F” course in order to get credit for a given field experience.

VII. Support for Candidates with Disabilities

The Education Unit is committed to providing equal educational opportunities for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act of 1990. A teacher candidate with a disability who seeks and is entitled to reasonable accommodations must notify the Director of Services for Students with Learning/Physical Disabilities. It is the responsibility of this office to verify a student’s disability and to work with the student to identify reasonable accommodations.

Teacher candidates with disabilities should note that field placements may necessitate consideration of accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can both satisfactorily offset the disability and maintains the appropriate supervision and adequate instruction of all PreK-12 students affected by the relevant field experience. When either of these would be compromised, alternative educational roles may need to be considered.

Teacher candidates with disabilities should discuss individual needs with the Director of Student Teaching and Field Experiences well in advance of any field placement to allow adequate time for planning.

VIII. Background Clearances

The Commonwealth of Pennsylvania (PA Act 24) requires all personnel who work in schools to obtain a PA Criminal and Child Abuse background check, an FBI fingerprinting, and a Tuberculosis test. **STUDENTS WILL NOT BE PERMITTED TO ATTEND ANY FIELD EXPERIENCE WITHOUT CURRENT CLEARANCES.**

All St. Joseph’s University students must obtain the required clearances immediately upon acceptance to the university. A delay in obtaining clearances will result in a delay in obtaining a field placement. Students who miss required weeks of field experience due to lack of clearances will be impacted by possible lower course grades and receipt of an “incomplete” for the field experience, which must be completed in a subsequent semester.

All students must renew clearances each year. It is suggested that June is the best month to do so, as the new clearances will be good for the entire new school year, and it allows 4-6 weeks for the return of the Pa. Child Abuse clearance. Students must retain the originals in their possession at all times.

All clearances are valid for only one calendar year, including the FBI fingerprinting. The clearance forms and instructions can be obtained at <http://www.sju.edu/int/academics/cas/teachered/background.html>

IX. Field Experience Online Application

All candidates must submit an online application to request field experiences each semester. An email will be sent out in the first week of the semester with a link to the online application.

See: <http://www.sju.edu/int/academics/cas/teachered/labplacementapp.html>

X. Transportation to Field Sites

Saint Joseph's University provides transportation to and from field sites utilizing university owned vans and university-trained drivers. This service is available for all freshmen and undergraduates who do not have their own vehicles. It is recommended that individuals who choose to drive themselves use car pools for safety purposes. Graduate students are expected to provide their own transportation. All questions pertaining to transportation should be directed to the Office of Field Experiences and Student Teaching at 610-660-3242.

Field experiences generally start the third week of class. Note: No candidate may attend a field experience without having submitted all current background clearances. Just prior to the start of field experiences, site assignments and transportation schedules will be distributed through SJU email.

All communications with candidates will be through the SJU email system. Candidates are responsible to check their SJU email regularly to stay alert to important announcements and information.

XI. Dress Code and Professional Conduct

1. During field experiences, candidates will interact with minors, parents/guardians, support staff, administrators and teachers. Although most interactions will be positive, occasionally challenging situations arise. Candidates are expected to work productively and professionally with all populations. Communication with the Office of Student Teaching and Field Experiences is encouraged if support is needed.
2. Candidates are expected to meet or exceed the school's expectation of appearance and behavior. Clothing should be professional in nature: slacks, skirts and appropriate shirts and tops are expected, but not jeans or leggings. For women, clothing should not be revealing in any way, and always appropriate for working with young people.
3. Candidates traveling by SJU van must report to the designated meeting place at least 10 minutes prior to departure. Students are expected to communicate in a timely manner directly to their assigned van driver in the event of lateness or absence. Van drivers are responsible to report all absences to the Office of Field Placements and Student Teaching.
4. Upon arrival at the school, candidates will 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.
5. Candidates should bring a copy of their PA Criminal Record Check and Child Abuse Clearance, TB Test Results, and FBI Fingerprinting to their school on their initial visit.
6. Candidates should not use any electronic devices during a field experience unless using such devices are part of the classroom activity.
7. Candidates should not chew gum, eat or drink in the classroom unless they are participating in a planned activity that calls for eating and drinking.

8. Confidentiality laws protect school children. These laws requires that students not use the actual names of children in assignments, nor discuss children by name in classes at Saint Joseph's or any other situation outside their assigned school. Students should discuss the details of an issue regarding an individual child only with the cooperating teacher.
9. At their initial meeting, candidates should provide their cooperating teachers with their phone number and email address, and ascertain the best way to communicate with the cooperating teacher in the event that the students cannot make a scheduled visit.
10. Students should take a journal on each school visit to facilitate record keeping and observational data.
11. Students should write their cooperating teacher and principal a thank you note at the conclusion of their field experience.

XII. Punctuality, Attendance and Emergencies

Candidates must download the Attendance Report Form (See Appendix E). This form must be signed weekly by the host teacher and submitted to the course professor at the end of the semester to verify attendance.

Field experiences represent candidates' entry into the teaching profession. As such, punctuality and regular attendance are imperative. When an emergency arises, proper notifications are required as follows:

1. If appropriate, call van driver to report the situation.
2. Call host school office to alert your host teacher of the situation.

Absenteeism and tardiness may affect course grades and receiving credit for field experiences. Absence due to a candidate's failure to submit the required clearances will be considered UNEXCUSED.

XIII. Professional Responsibility and Liability

As indicated above, candidates must adhere the Professional Code of Conduct (Appendix A) throughout their participation in field experiences.

Guidelines:

1. In your role as a pre-service teacher candidate you may share the responsibility to supervise children, therefore you must become familiar and follow the host school's safety and security policies.
2. In the event that you observe any imminent compromise to the safety of the students or the building, you must report the situation to your host teacher and/or

the school administration. A report of the situation must also be sent to the Director of Field Experiences as soon as possible.

3. If you suspect any inappropriate treatment of children by anyone, you must report this to the Director of Field Experiences immediately.

XIV. Field Experience Supervision/Role of the Cooperating Teacher

The cooperating teacher is the single most important component of a successful field experience. Modeling exemplary classroom practices, a cooperating teacher offers the field experience teacher candidate opportunities to provide effective instruction, observe and practice successful classroom management strategies, and develop positive social interactions among pupils and adults.

To serve as a cooperating teacher, a teacher must:

- Have been approved by the principal and/or the district.
- Hold a valid PA Instructional I or Instructional II teaching certificate authorizing him/her to teach in the field and/or grade level.
- Have a thorough knowledge of subject matter and use such knowledge to create interactive learning experiences and varied assessments for PK-12 students that have a positive effect on their achievement.
- Demonstrate positive communication skills and effective classroom environment strategies.
- Appreciate individual differences, show respect for the diverse talents of learners, and be committed to helping them develop self-confidence and competence.
- Plan instruction based on knowledge of subject matter, of students, and of curriculum goals and models and the PA Academic Standards.
- Demonstrate excellence in teaching and the 21st century skills needed for success in a global economy.
- Be a lifelong learner who seeks opportunities for continued growth.
- Possess and exhibit high expectations for students.
- Supervise positive classroom interactive experiences.
- Confirm attendance by signing the candidate's attendance form. See Appendix E.
- Complete and submit the candidate's Field Experience Evaluation Form. See Appendix C.
- Be willing to participate in University-sponsored professional development opportunities and experiences that increase his/her expertise as a cooperating teacher and classroom instructor.
- Be familiar with and model the PA Code of Professional Practice and Conduct

XV. Saint Joseph's University Lesson Plan Format and Rubric

For all field experience courses that require formal lesson plans, candidates will use the approved SJU lesson plan format. See Appendix D.

XVI. Assessment

Since all field experiences are linked to academic courses, teacher candidates will be assessed through the assignments related to these placements. It is suggested that the candidate review all assignments with the cooperating teacher at the beginning of the semester, so a workable calendar can be created that can be practically implemented. Candidates must incorporate unexpected interruptions such as changes in school schedules, as well as weather, transportation and health issues.

In addition, the Education Unit evaluates all teacher candidates in the classroom, the field and during student teaching with a similar teacher disposition evaluation tool which includes knowledge, skills and dispositions. In the field, teacher candidates are evaluated on their content knowledge, skills of communication and collaboration, and dispositions of intellectual curiosity, ethical behavior and professional conduct. At the end of each semester, the university mails the Field Experience Evaluation Form to cooperating teachers. (See Appendix C)

APPENDIX A
PA Code of Professional Practice and Conduct

COMMONWEALTH OF PENNSYLVANIA
Professional Standards and Practices Commission
333 Market Street, Harrisburg, PA 17126-0333 Phone: (717) 787-6576

ANNEX A
TITLE 22. EDUCATION
PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION
CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR
EDUCATION

Section

- 235.1. Mission.
- 235.2. Introduction.
- 235.3. Purpose.
- 235.4. Practices.
- 235.5. Conduct.
- 235.6. Legal Obligations.
- 235.7. Certification.
- 235.8. Civil Rights.
- 235.9. Improper personal or financial gain.
- 235.10. Relationships with students.
- 235.11. Professional relationships.
- §235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- -12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. §12-1255(a) (10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make amoral commitment to uphold these values.

§235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens.

Professional educators recognize their obligation to provide services and to conduct themselves in a manner, which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101- -27-2702), other school laws of this

Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communications skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§235.6- -235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§235.6 Legal Obligations.

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- - 12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

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- (b) The professional educator may not engage in conduct prohibited by:
- (3) The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.
- (4) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

§235.7. Certification.

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§235.8. Civil rights.

The professional educator may not:

- (1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

§235.9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

§235.10. Relationships with students.

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.

- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

§235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

APPENDIX B

COURSES WITH FIELD EXPERIENCES – June 2014

Course	PreK-4	4-8	7-12	Special Ed. PK-8, 7-12
EDU 150/550 Schools in Society	✓	✓	✓	
EDU 151/551 Development Cognition and Learning	✓	✓		
EDU 155/551 Foundations of Early Childhood	✓			
EDU 157/557 Adolescent Psyc.		✓	✓	
EDU 232/632 Reading Lit. 1	✓			
EDU 240/640 Reading Lit. 2		✓		
EDU 242 Technology Enhanced Curric.	✓	✓		
EDU 246/646 Literacy, Language and Culture	✓	✓	✓	
EDU 248 Writing in the Upper Grades	✓	✓		
EDU 362/667 Social Studies through the Arts	✓			
EDU 363 Science Methods PreK-4	✓			
EDU 365 Math and Technology	✓			

Course	PreK-4	4-8	7-12	Special Ed.
EDU 665 Interdisc. Teaching: Math, Tech, Science	✓			
EDU 410/610 Instr. Tech - Eng		✓	✓	
EDU 412/612 Instr. Tech - SS		✓	✓	
EDU 414/614 Instr. Tech – Foreign Lang.			✓	
EDU 416/616 Instr. Tech - Math		✓	✓	
EDU 418/618 Instr. Tech - Science		✓	✓	
SPE 160/550 Intro. to Spec. Ed.	✓	✓	✓	✓
SPE 200 Teaching in Inclusive Env.	✓			✓
SPE 203 Teaching Adolescents in Incl. Env.		✓	✓	
SPE 319/602 Assmt: ID and Prog. Monitoring			✓	✓
SPE 339 Low Incidence Disab.				✓
SPE 349 Literacy and Interv. Strategies				✓
SPE 369 Emotional, Soc., Behavior Disab.				✓

APPENDIX C

Saint Joseph's University
 Educator Preparation Provider (EPP)

**Field Experience Evaluation Form
 For Cooperating Teachers**

Candidate Name _____

Term ___Fall ___Spring ___Summer Year: 20__

Subject _____ Grade Level _____

School Name _____ School _____

District _____

Cooperating Teacher _____ Date _____

**Please rate the candidate in the following areas related to knowledge, skills,
 and disposition.**

Your ratings will be used for program improvement.

Exemplary 3	Proficient 2	Basic 1	Unsatisfactory .5 (Rarely) 0 (Never)	Not Yet Observed
The candidate consistently provides evidence of the desired behaviors.	The candidate often provides evidence of the desired behaviors.	The candidate sometimes provides evidence of the desired behaviors.	The candidate rarely/never provides evidence of the desired behaviors.	Not yet observed

Content Knowledge

Demonstrates knowledge in the content area/s of instruction	3	2	1	.5 0	NY O
Comments:					

Skills: Communication and Collaboration

Communicates effectively/professionally across a variety of modalities (oral, written, nonverbal) with teachers, students, and building personnel (1.6a)	3	2	1	.5 0	NYO
Responds well to other viewpoints (feedback from cooperating teacher); listens first, acknowledging opposing views (2.4b)	3	2	1	.5 0	NYO
Dialogues with the cooperating teacher about expectations for students and instructional strategies	3	2	1	.5 0	NYO
Shows flexibility in modifying instruction when advised or otherwise needed	3	2	1	.5 0	NYO
Monitors and assists students in the classroom	3	2	1	.5 0	NYO
Is a team player; collaborates well with others (2.4a)	3	2	1	.5 0	NYO
Comments:					

Dispositions: Intellection Curiosity, Ethical Behavior, and Professional Conduct

Demonstrates initiative and motivation	3	2	1	.5 0	NYO
Maintains confidentiality of school information	3	2	1	.5 0	NYO
Seems to honor and value the cultural patterns of students, and recognizes all students' potential to learn	3	2	1	.5 0	NYO
Arrives promptly; attends regularly	3	2	1	.5 0	NYO
Displays a professional appearance	3	2	1	.5 0	NYO
Comments:					

Cooperating Teacher Signature

Date

Appendix D. SJU Lesson Plan Format & Rubric

Saint Joseph's University
Pennsylvania Standards Aligned System
Lesson Plan Format

Candidate's Name _____ Course Prefix/Number/Section _____

Date _____ Subject _____ Grade Level _____ Duration _____

Lesson Topic _____

1. Big Idea(s) and Related Essential Question(s)

2. Instructional Objectives

3. Related Academic Standards: Common Core and/or PA Standards

4. Vocabulary

5. Materials/Resources

6. Instructional Procedures

In general the lesson plan Instructional Procedures section should have a minimum of three sections (e.g.: Introduction, Developmental Activities, Closure). However, the exact sections may differ by content area and/or type of lesson. For example, the sections for an Investigative lesson in Mathematics should include Initiate, Investigate, and Summarize sections, and an Inquiry-Based lesson in Science should follow the 6-E model – Engage, Explore, Explain, Extend, Evaluate, e-Learning.

7. Addressing Learners' Diverse Needs

- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
- Challenges for advanced learners

8. Formative/Summative Assessment

9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)

Saint Joseph's University
Standards Aligned System Lesson Plan Rubric

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
<p>Section 1 Essential Questions</p> <p>Essential questions are connected to the SAS framework and are specifically linked to Big Idea(s).</p>	<p>Big Idea(s) very clearly stated. The candidate's Essential Question(s) are specifically linked to Big Idea(s) and are aligned to lesson content.</p>	<p>Big Idea(s) clearly stated. Most of the candidate's Essential Question(s) are linked to Big Idea(s) and are mostly aligned to lesson content..</p>	<p>Big Idea(s) need to be stated more clearly. Some of the candidate's Essential question(s) are somewhat linked to Big Idea(s) and are somewhat aligned to lesson content.</p>	<p>The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content.</p>	
<p>Section 2 Learner Outcomes</p> <p>Instructional objectives directly relate to the lesson topic and are written in observable and measurable terms.</p>	<p>The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.</p>	<p>The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.</p>	<p>The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.</p>	<p>The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.</p>	
<p>Section 3 Standards</p> <p>Common Core and/or PA Standards are listed based on learner</p>	<p>The candidate demonstrates the ability to select appropriate academic standards based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select mostly appropriate academic standards based on learner</p>	<p>The candidate demonstrates the ability to select some of the appropriate academic standards based on learner</p>	<p>The candidate does not yet demonstrate the ability to select appropriate academic standards</p>	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
outcomes.		outcomes.	outcomes.	based on learner outcomes.	
<p>Section 4 Vocabulary</p> <p>Essential terms to be introduced in the lesson are identified.</p>	The candidate's essential terms are fully connected to the lesson and are appropriate to the targeted grade level.	Most of the candidate's essential terms are connected to the lesson and are appropriate to the targeted grade level.	Some of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.	Few or none of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.	
<p>Section 5 Materials/Resources</p> <p>List of all materials required for the lesson as well as resources utilized in lesson development.</p>	The candidate has included a complete and appropriate set of materials, including very creative materials, as well as resources used to develop the lesson.	The candidate has included a mostly complete and appropriate set of materials, including some creative materials, as well as resources used to develop the lesson.	The candidate has included a somewhat complete and appropriate set of materials, including few creative materials and/or resources used to develop the lesson.	The candidate has not included a complete or appropriate set of materials and resources for this lesson with no creative materials	
<p>Section 6 Instructional Procedures</p> <p>Instructional strategies planned, such as explicit instruction, modeling, active engagement, scaffolding, etc.</p>	The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting best practices with maximum active student participation.	The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices with active student participation.	The candidate provides some evidence of appropriate strategies and approaches reflecting best practices with active student participation.	The candidate does not yet provide evidence of appropriate strategies and approaches reflecting best practices with active student participation.	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
<p>Section 7 Addressing Learners’ Diverse Needs</p> <p>Meets the needs of students with diverse needs.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.</p>	<p>The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	<p>The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	
<p>Section 8 Formative/Summative Assessments</p> <p>Assessments should be aligned with Essential Questions, Instructional Objectives, and Academic Standards; including artifacts and/or student work samples as applicable.</p>	<p>The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.</p>	<p>The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards</p>	<p>The candidate demonstrates some knowledge of effective assessment in that some of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards.</p>	<p>The candidate does not yet demonstrate knowledge of effective assessment in that assessments are lacking that align with Essential Questions, Instructional Objectives, and Academic Standards.</p>	
<p>Section 9 Data Analysis and Reflection on Planning /Instruction; Plans for Re-teaching (as applicable)</p>	<p>Supporting artifacts and student work samples included are representative of all of the areas assessed;</p>	<p>Supporting artifacts and student work samples included are representative of most of the areas assessed; the</p>	<p>Supporting artifacts and student work samples included are representative of some of the areas assessed;</p>	<p>Supporting artifacts and student work samples representing areas assessed are not included; the</p>	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
Reflection includes evaluation of the lesson planning and, if taught, of the data collection and implementation of the lesson, as well as the plan for re-teaching.	the candidate presents extensive data analysis and reflection on planning and instruction, as well as plans for re-teaching (as applicable).	candidate presents adequate data analysis and reflection on planning and instruction, as well as some good discussion on plans for re-teaching (as applicable).	the candidate presents some data analysis and reflection on planning and instruction, as well as some discussion on plans for re-teaching (as applicable).	candidate does not yet present data analysis and reflection on planning and instruction or plans for re-teaching (as applicable)	

Overall Evaluation		TOTAL SCORE
_____ Exemplary _____ Proficient _____ Basic _____ Unsatisfactory		

* The weighting of the sections in the lesson plan will be based on the skills being assessed.

APPENDIX E
Attendance Report

Student Name: _____

Course: _____

Course Instructor: _____

Semester: _____

School: _____ **Grade:** _____

Cooperating Teacher: _____ **Room:** _____

Dates and Times of Visits **Cooperating Teacher's Signature**

