

Elizabethtown College Student Teaching Handbook

2025-2026



Elizabethtown College

Department of Education

One Alpha Drive

Elizabethtown, PA 17022-2298

(717) 361-1225

www.ETOWN.EDU

TABLE OF CONTENTS

Welcome from the Dean	1
Introduction	
Programs	2
Importance of Student Teaching	2
Student Teaching Handbook	2
Student Teaching – A Shared Responsibility	
Responsibilities of the Student Teacher	3
To the School and Administration	3
To the Students	3
To the Mentor Teacher.....	3
To the College Supervisor	4
To the College	4
To Self and the Profession	4
Responsibilities of the Mentor Teacher	4
To the School, Administration, and Students	4
To the Student Teacher	4
To the College Supervisor and College	5
To the Profession	5
Responsibilities of the College Supervisor and College	5
To the School, Administration, and Students	5
To the Student Teacher	5
To the Mentor Teacher.....	6
To the Profession	6
Policies Relating to Student Teaching	
Assignment	7
Change in Assignment	7
Duration	7
Calendar	7
Attendance	7
Coursework, Jobs and College Sports.....	7
Transportation	8
Conduct	8
Dress	8
Disruptions	8
Substitute Teaching	8
Confidentiality Policy	9
Liability	9
General Guidelines	
Schedule	9
Observations	12
Planning	12
Video Lesson Recording	12
Classroom Management	13
Evaluation	13
Certification	13



Elizabethtown College

DEPARTMENT OF EDUCATION
www.ETOWN.EDU/depts/education

AGREEMENT OF UNDERSTANDING

An online version of this form is to be submitted by each student teacher no later than first night of student teaching seminar.

My signature certifies that I have read and agree to abide by the contents included and referenced in the Elizabethtown College Student Teaching Handbook and understand the Etown College Department of Education reserves the right to address issues not covered in the Handbook on an individual basis.

Student Teacher Name _____

Student Teacher Signature _____

Semester _____

Date _____

Dear future educators,

It is difficult to overstate the impact that one teacher can have on a child. Teachers do more than deliver content, address student behaviors, or prepare pupils for the next grade. They are also mentors, role models, coaches, and confidants. A teacher is often the first person outside of a family member to recognize a child's hidden potential, untapped talent, or unvoiced needs; What you choose to do with that knowledge in that moment will be life changing. Teaching is an awesome responsibility. It is filled with both exhausting challenges and immeasurable, soul-lifting rewards.

The Education Program at Elizabethtown College is designed to prepare our graduates for both the incredible responsibility of teaching and the limitless potential this work has for positive impact. We equip our students to become leaders, not just in their own classrooms, but also in their schools, districts, and communities. This Student Teaching Handbook is one tool we use in this important work, alongside our student-centered teaching and mentoring program. The dedicated faculty, staff, and supervisors in our program are ready to engage with you throughout your journey, preparing you to live the Etown motto, "Educate for Service."

If there is anything that I can do to help you grow, learn, and discover your own potential as you complete your student teaching and pursue your career path, please reach out. I am here to support you, to challenge you, and to prepare you for the important work you will do. I know that you will make us all proud.

Dr. April C. Kelly
Dean, School of Public Service at Elizabethtown College

INTRODUCTION

Programs

Elizabethtown College, through its Department of Education, offers certification programs in Early Childhood Education (PreK-4), Elementary / Middle Education (4-8), Music Education (PreK-12), Secondary Education (7-12), and Special Education (PreK-12) combining a strong liberal arts education with the development of professional competence. Building upon the College's Core Program and, in secondary certification, the student's academic major, the programs in Education leading to certification bring together in a creative way the student, the school, and the content to be taught. The Department stresses the importance of supervised field experiences, which complement on-campus coursework in Education. The most important of such opportunities is the student teaching experience.

Importance of Student Teaching

Schools, colleges/universities, and departments of education concentrate on those subjects and approaches that are taught best in a traditional learning environment, rather than on the job. They have the responsibility to teach generalized principles and techniques that are germane to a broad range of settings and circumstances.

Specific applications are provided through early and continued field experiences and through observation and practice-teaching. Student teaching clearly is the culmination of the pre-service preparation program, as it allows students to be immersed in the world of teachers, learners, and instruction in the protected environment of a well-organized and smoothly-functioning classroom and school setting. Using school resources and depending upon the talents of outstanding practicing teachers and administrators for direct assistance and guidance, supervisors from the College work to help students use new information and evidence as a source of insight regarding both their professional and personal growth.

Student Teaching Handbook

As you review this Student Teaching Handbook, you will notice that it is written to and for all involved in the student teaching experience. This has been done to give each participant an opportunity to understand the goals and expectations of all others involved in this important activity. It has been presented in this way to emphasize the importance of the partnership necessary to make this a valuable experience for all.

Further, this Handbook has been written in the detail necessary for one unfamiliar with this experience, at least as structured by Elizabethtown College. Those previously involved as part of the College's student teaching program probably will find it useful, largely as a review and reminder of expectations.

STUDENT TEACHING – A SHARED RESPONSIBILITY

RESPONSIBILITIES OF THE STUDENT TEACHER

Student teaching is an exciting and demanding phase of a student's development. Student teachers are invited by a school district and one of its teachers to apply their knowledge, skills, and attitudes in a very real school setting. Such schools and teachers do not take their responsibilities about this lightly. They care about their programs, their students, and the teaching profession and they accept this role with a sense of both opportunity and duty. It is important, therefore, that student teachers also keep in mind the responsibilities as well as the opportunities associated with this experience.

To the School and Administration

1. Learn and follow the policies, regulations, and rules of the school.
2. Know the building and location of important facilities and the guidelines for using them, including emergency procedures.
3. Get to know the administration, faculty, and staff of your school.
4. Follow the working hours, dress expectations, and daily routines and procedures of your school.
5. Take proper care of school equipment and property.
6. Maintain accurate and complete records.

To the Students

1. Learn students' names and characteristics as quickly as possible.
2. Identify students with exceptionalities and respect the value of diversity.
3. Show an interest in students' work and activities in and out of class.
4. Serve as a role model to students.
5. Respect the confidentiality of student records.
6. Be punctual and follow accepted school policies.
7. Exhibit acceptable and professional language and communication skills.

To the Mentor Teacher

1. Acknowledge the ultimate responsibility of your mentor teacher for the classroom, and respect his/her experience, style, and practices.
2. Share information with your mentor teacher, especially that which allows you to get to know one another's philosophy, goals, perspectives, and methodology, to promote an open, cooperative, and satisfying relationship.
3. Convey desire to learn, willingness to cooperate, enthusiasm for student teaching, and openness to suggestions and feedback.
4. Seek the advice of your mentor teacher and others and evaluate it in light of what you increasingly know of yourself.
5. Volunteer for classroom and other responsibilities and duties, especially during the early days of your experience.
6. Attend to the classroom environment (physical and social-emotional) and contribute to keeping it comfortable and positive.
7. With the mentor teacher and college supervisor, develop (and revise) a schedule for assumption of responsibilities and duties in the classroom.
8. Demonstrate responsibility in accepting and completing assigned tasks.
9. Be prepared thoroughly for all you attempt.
10. Discuss all plans, in advance, with your mentor teacher.
11. Confer regularly with your mentor teacher regarding activities, progress, and areas for growth.
12. Maintain clear, accurate, and complete classroom records.

To the College Supervisor

1. Keep your supervisor informed of your activities by providing a current copy of your schedule, sharing information regarding your school and classroom, and giving notice of unusual changes in routine.
2. Assist the supervisor with scheduling classroom visits and conferences.
3. Be open, frank, and responsive in discussing your progress, and demonstrate a willingness to follow suggestions.
4. Make sure copies of your lesson plan(s) and of materials used for class activities are available to the supervisor during his/her visits to your classroom.
5. Complete weekly reflections and submit to the supervisor by Sundays at 9:00 pm.

To the College

1. Represent Elizabethtown College well by being prepared, responsible, energetic, enthusiastic, responsive, personable, and professional in your dealings with all in the school setting.
2. Prepare the way for future Elizabethtown College student teachers by working to make this an experience your school, principal, mentor teacher, and students will want to repeat again with another student teacher.

To Self and the Profession

1. Invest the time and energy required to make this an important and valuable experience.
2. Become personally involved in the process of becoming a teacher by accepting responsibility for what happens in your classroom.
3. Assess your level of development honestly and develop plans for continuing professional growth.
4. Develop the knowledge, skills, and attitudes required for full professional status.

RESPONSIBILITIES OF THE MENTOR TEACHER

The student teaching experience is a critical element of any teacher education curriculum. The opportunity to work with a talented, experienced professional in a school setting allows development and self-understanding for pre-service teachers at a level and rate probably unmatched in their experience to date. Crucial to the success of such an endeavor is the mentor teacher. It is the mentor teacher who must protect the interest of his/her school, its leadership, and its students. It is the mentor teacher who must provide the opportunity for trial and error, risk-taking, and self-discovery, while providing guidance, structure, order, and support. It is the mentor teacher who must work with others to create the new wave of professionals ready to begin the process of influencing the development of others.

To the School, Administration, and Students

1. Maintain the level of control necessary to guarantee that the program of the school and the classroom is not compromised.
2. Minimize any disruption of the orderly, systematic growth of student learning.
3. Translate clearly for and to the student teacher the perspectives, requirements, and expectations of a particular school setting.

To the Student Teacher

1. Inform and prepare colleagues, students, and parents for the arrival of the student teacher.
2. Arrange for a desk or work area for the student teacher.
3. Collect copies of texts and/or curriculum materials for the student teacher.
4. Provide the school handbook, school calendar, school map, class schedule, class list, seating charts, etc. for the student teacher.
5. Welcome the student teacher as a colleague.
6. Orient the student teacher to the school building.
7. Introduce the student teacher to faculty, administration, and staff.
8. Review the school handbook, calendar, policies, regulations, emergency procedures, and rules.
9. Review the working hours, procedures to follow in case of bad weather, procurement of supplies, supplemental duties, confidentiality, and the like.

10. Review the class schedule and student population and characteristics.
11. Review curricular materials and resources.
12. Review district, school, and/or personal classroom management policy.
13. Review personal philosophy, goals, and practices.
14. Require the student teacher to attend faculty and other meetings, programs, conferences, and the like.
15. Invite the student teacher to participate in co-curricular programs.
16. With the college supervisor and student teacher, set a tentative schedule for assumption of duties following the suggested timeline in the handbook.
17. Model quality planning, organization, presentation, and evaluation of instruction.
18. Assist with arranging observations of other teachers and programs.
19. Direct the student teacher in the observation and analysis of students.
20. Schedule opportunities for the student teacher to work with individuals or groups of students.
21. Review and discuss class curriculum goals and plans for the weeks ahead.
22. Review and provide feedback for lesson plans.
23. Provide written and oral feedback to the student teacher on a regular basis.
24. Commend the student teacher for specific strengths and point out areas of specific areas for growth.
25. Discuss and demonstrate techniques to remediate weaknesses.
26. Encourage careful, thoughtful, and thorough self-evaluation by the student teacher.
27. Allow the student teacher the freedom to try "something different".
28. Teach collaboratively with the student teacher.
29. Confer with the college supervisor and student teacher on progress.
30. Complete the midpoint and final evaluations and conference with the student teacher.

To the College Supervisor and College

1. With the college supervisor and student teacher, establish a tentative schedule (and revise when necessary).
2. Provide written and oral feedback on progress and problems on a regular basis to the college supervisor.
3. Participate in three-way conferences with the college supervisor and student teacher at the midpoint and end of the placement.
4. Notify the college supervisor of any unusual or serious problems.
5. Offer suggestions for the College's teacher education program.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR AND COLLEGE

Working with the mentor teacher, the college supervisor serves as the liaison for the student teaching experience. The college supervisor represents the college and its Department of Education and serves in an evaluative role. Together, the student teacher, the mentor teacher, and the college supervisor work cooperatively toward the goal of making this a valuable and rewarding experience for all involved.

To the School, Administration, and Students

1. Work closely with student teachers to reduce, if not eliminate, the possibility of experiences inconsistent with the better interests of the school and its students.

To the Student Teacher

1. Explain the student teaching experience – its requirements, demands, and process.
2. Explain the responsibilities of the student teacher as a college representative.
3. Explain the policies and procedures established for the experience.
4. With the mentor teacher and student teacher, establish a schedule for the assumption of duties.
5. Develop an open and cooperative working relationship with and between the mentor teacher and the student teacher.
6. Review the student teacher's lesson plans, materials, activities, and evaluative techniques.
7. Observe the student teacher regularly and systematically in a variety of classes, activities, and/or subjects.

8. Use varied observational tools and techniques to direct attention to specific areas of the student teachers performance.
9. Provide oral and written feedback on a regular basis on the student teacher's progress and areas for growth.
10. Confer with the student teacher and mentor teacher on a regular basis.
11. Suggest specific areas of strength and growth and work with the student teacher and mentor teacher to develop strategies to address problems identified.
12. Encourage the student teacher to self-evaluate honestly and thoroughly.
13. Encourage frequent dialogue between the student teacher and mentor teacher.
14. Encourage creative and unusual approaches to teaching.
15. Collect and interpret the evaluative information provided by the mentor teacher and other evaluators.
16. Provide and discuss in depth the midpoint and final evaluations of the student teacher.

To the Mentor Teacher

1. Provide guidelines and suggestions for the student teaching experience.
2. Work with the student teacher and mentor teacher to establish a schedule for the assumption of teaching responsibilities.
3. Support the mentor teacher in his/her work with the student teacher.
4. Confer regularly with the mentor teacher regarding the progress of the student teacher.
5. Share written comments on observations with the mentor teacher via the OneDrive folder.
6. Review the written feedback provided to the student teacher by the mentor teacher.
7. Suggest specific areas of strength and growth in the student teacher's performance, giving direction to the work of the mentor teacher in helping the student teacher.
8. Assist the mentor teacher in setting small, manageable objectives for student teacher growth over time.
9. Assist the mentor teacher in suggesting alternative methods, strategies, and techniques to the student teacher.
10. Work with the mentor teacher and/or student teacher to solve any disagreements which might arise.
11. Complete mid-point and final PDE-430s based on observations.
12. Conference with mentor teacher and student teacher to review mid-point and final PDE-430s. Obtain signature of student teacher, sign and date PDE-430.
13. Upload all evaluations and supporting written observations to the student's OneDrive folder by due date.

To the Profession

1. Evaluate the student teacher carefully and thoroughly.
2. Recommend for certification only those student teachers who are ready to work independently and prepared to begin the process of becoming fully certified.

POLICIES RELATING TO STUDENT TEACHING

Assignment

Student teaching assignments are made jointly by Director of Educational Field Experiences and the designated administrative representative of the school district and with the consent of the mentor teacher.

Student teachers are not permitted to contact school personnel to arrange their own placement.

Mentor teachers must be tenured. Students are considered for assignment to this experience only if they have completed successfully all the requirements of the College's teacher education program, or reasonably may be expected to do so in a subsequent semester.

To provide varied and meaningful experiences, student teachers will not be permitted to return to the classroom or school where they completed their Methods placement. Furthermore, they cannot student teach in their home district or school in which a family member works.

Change in Assignment

Changes in assignments will not occur as a result of differences in personalities or philosophies between the student teacher and the mentor teacher. The student teacher, with the support of their college supervisor, is expected to think of ways to improve the situation and resolve these differences. The goal is to give student teachers the tools and support needed to navigate complex or uncomfortable situations, which are part of building resiliency. If a resolution is not possible, the completion of student teaching may be delayed.

Duration

The Elizabethtown College teacher education program includes a student teaching experience of a full semester's length. The student teaching experience will consist of a full 16 weeks in one grade / setting, or two back-to-back 8-week placements in different grades / settings (dual early childhood & special education and music education).

Calendar

To avoid disruption and to have the most successful experience, student teachers are expected to follow the calendar of the school district in which they are placed. Special arrangements must be made to remain in campus residences during college breaks.

Attendance

Student teachers are expected to report to school every day of their experience and adhere to the contracted working hours for the teachers in their building. They are expected to attend in-service meetings, faculty meetings, special school events (e.g. Back to School night and Parent conferences), and the like during the time of their placement, even if they occur outside normal school hours. Student teachers are permitted three days of absence for the entire semester. These absences may be used for illness, emergencies, conferences or interviews. Student teachers will adhere to the following guidelines:

1. If absent, whether because of illness or emergency, notify the mentor teacher, college supervisor, and Director of Educational Field Experiences by email (all 3 to be copied on same email) by 6:30 a.m.
2. If absence is required for a job interview, secure the permission of the Director of Educational Field Experiences when notified of the interview. Notify the mentor teacher and supervisor upon approval.
3. Any time missed during student teaching beyond the three allotted days will need to be made up by extending the placement. This will be determined by the Chair of the Department of Education and Director of Educational Field Experiences in accordance with the mentor teacher's agreement.
4. Learn the school's procedure for closing or delaying school due to inclement weather and/or make arrangements with the mentor teacher, in advance, to share such information.

Coursework, Jobs and College Sports

Because student teaching is so demanding of time and energy, student teachers are not allowed to take additional coursework other than that which is part of the required experience during the student teaching semester (e.g. ED 490). Exceptions to this require the approval of the Chair of the Elizabethtown College Department of Education. Similarly, student teachers, unless necessary, should limit employment on or off campus during the semester of student teaching.

In addition, student teachers are not excused from their student teaching obligations to participate in college sports. Student teaching takes priority. Exceptions may be granted to meet unusual circumstances with the approval of the Education Department. An "Education Department Petition" must be completed and submitted to the Chair of the Education Department and Director of Educational Field Experiences (link to form is on Ed Dept. website).

Transportation

Student teachers are responsible for arranging their own transportation to and from their school assignment.

Conduct

Student teachers are expected to maintain the same professional standards required of the teaching employees of the mentor school. Further, since student teachers represent the College in the field, the level of their conduct is especially important. [PA Code of Professional Practice and Conduct for Educators](#)

Dress

Student teachers are role models and are expected to be appropriately dressed and properly groomed in a manner consistent with community and school standards. Student teachers should avoid clothing that is too tight, revealing, casual and that draws attention.

Disruptions

In the event of disruptions such as teacher strikes, student teachers will be removed from their assignments. They will return when the operation of the school is resumed or will be reassigned if the disruption is extensive in duration.

Substitute Teaching

Candidates enrolled in teacher education programs in Pennsylvania who have earned 60 credits in education may apply for day-to-day substitute teaching positions.

The policy governing long term subbing and subbing during student teaching are as follows:

- Student teachers are enrolled and paying tuition for the experience of *student teaching* under the daily guidance of a mentor teacher and supervision by an Etown College supervisor.
- The Pennsylvania Department of Education provides minimum requirements of 12 weeks of supervised *student teaching*. Etown requires 16 weeks of supervised *student teaching*.
- Etown College is grateful to the school district partners who host our student teachers.
- If student teachers are being considered for substitute teaching, the process for becoming an approved substitute should be communicated to the student by the partnering school district.
- Student teachers who desire to be considered for substitute teaching will initiate the school district's process for becoming an approved substitute teacher.
- College supervisors will provide a mid-point evaluation based on a schedule determined collaboratively by the site-based team (student teacher, mentor teacher and College supervisor).
- College supervisors will communicate with the Education Department if a student teacher receives a rating lower than satisfactory (minimum rating of 1 in each domain on PDE 430 form) on the mid-point evaluation, as this disqualifies a student teacher from substitute teaching.
- Satisfactorily rated student teachers will submit all required paperwork to the school district (or substitute teaching service) to become an approved substitute teacher.
- School districts should give student teachers the opportunity to decline an offer to act as a substitute teacher on any given day, like other substitute teachers.
- Student teachers must notify the College supervisor as soon as possible

about any substitute teaching assignments and keep a log of those assignments.

- Student teachers may substitute in the mentor teacher's classroom for a maximum of 10 days per semester for 16-week placements and 5 days per semester for 8-week placements.
- All requests greater than 10 days must be approved by the Education Department.
- All requests for students to substitute outside of the mentor teacher's classroom must be approved by the Education Department and must be within the student teacher's planned certification area(s)

Confidentiality Policy

Among the requirements of professionalism is the need to observe confidentiality in the treatment of information gained as part of one's work and activities in such settings. The sharing of private and protected information about specific individuals (students, parents, teachers, administrators, or staff) in broader forum without legitimately protecting the identity of such individuals is considered a breach of confidentiality. The obligation to preserve confidentiality extends to both written and oral communication.

Failure to respect this obligation may result in removal from the school, lowered grades on course activities, and/or denial of the opportunity to continue in a certification program.

Liability

Student teachers are covered under Elizabethtown College's liability insurance policy. However, student teachers are expected to conduct themselves in a professional manner at all times.

GENERAL GUIDELINES

It is the role and responsibility of the mentor teacher and, to a lesser degree, the college supervisor to provide every opportunity for the student teacher to fit into and be comfortable in the overall school setting. It is the responsibility of the student teacher to take advantage of such opportunities provided by others.

Schedule

Very early in their work together, the student teacher and mentor teacher, with the guidance of the college supervisor, should establish a schedule for the assumption of duties by the student teacher in the classroom. Although this schedule will be subject to change throughout the placement, it gives structure and direction to the experience. Some general suggestions follow.

Early experiences should include such things as getting to know one another, becoming familiar with and to students, developing an understanding of the program, learning about the school and its policies, meeting other faculty, staff, and administrators, organizing a work area, collecting and reviewing materials, and the like.

Suggested Weekly Activities for Student Teachers (One Placement)

Week 1	<ul style="list-style-type: none">• Introduce yourself to administration, grade level team, colleagues, etc.• Create introduction letter for families to be approved by mentor teacher• Observe class routines and participate when appropriate• Familiarize yourself with curriculum, materials, instructional guides, etc.• Observe classroom and become familiar with placement of materials and resources• Observe mentor teacher's methods and techniques of classroom management in the classroom• Participate in non-instructional duties (recess, lunch, bus duty, hallway duty, etc.)• Review all technology used in the classroom
--------	--

	<ul style="list-style-type: none"> • Assist with small group, 1:1 guided instruction, whole class instruction
Weeks 2-3	<ul style="list-style-type: none"> • Assist with changing classes, escorting classes to specials, lunch, recess, etc. • Plan and teach 1-2 subjects/classes daily; can include whole group, small group, center rotation, etc. Lesson plans must be submitted to mentor teacher no later than 48 hours in advance for feedback. However, it is at the mentor teacher's discretion to require more than 48 hours to review. • Increase responsibility of daily routine and management of classroom (attendance, bell ringer, lunch, special, recess, dismissal, etc.) • First observation from supervisor will occur
Weeks 4-6	<ul style="list-style-type: none"> • Add 1-2 additional subjects/classes/blocks to teach each day. Lesson plans must be submitted to mentor teacher no later than 48 hours in advance. However, it is at the mentor teacher's discretion to require more than 48 hours to review. • Assume more responsibility of daily routine and management of classroom • Supervisor will complete 2-3 additional observations by end of week 6
Weeks 7-10	<ul style="list-style-type: none"> • Most subjects/classes should be planned and taught by the student teacher. • Supervisor will complete no less than 5 observations by end of week 10 • Record and reflect on video lesson before midpoint evaluation conference • Review midpoint evaluation with mentor teacher and college supervisor
Weeks 11-12	<ul style="list-style-type: none"> • Assume responsibility for full school day including instruction, daily routine and management of classroom
Weeks 13-14	<ul style="list-style-type: none"> • Gradually transition subjects/classes/block back to mentor teacher • Continue to participate in daily routine and management of classroom
Weeks 15-16	<ul style="list-style-type: none"> • Continue to teach 1-2 subjects/classes/blocks a day • Participate in daily routine and management of classroom • Observe in other classrooms in arrangement with mentor teacher and colleagues • Supervisor will complete no less than 8 observations by end of week 15 • Review final evaluation with mentor teacher and college supervisor

Suggested Weekly Activities for Student Teachers (Two Placements)

Week 1	<ul style="list-style-type: none"> • Introduce yourself to administration, grade level team, colleagues, etc. • Create introduction letter for families to be approved by mentor teacher • Observe class routines and participate when appropriate • Familiarize yourself with curriculum, materials, instructional guides, etc. • Observe classroom and become familiar with placement of materials and resources • Observe mentor teacher's methods and techniques of classroom management in the classroom • Participate in non-instructional duties (recess, lunch, bus duty, hallway duty, etc.) • Review all technology used in the classroom • Assist with small group, 1:1 guided instruction, whole class instruction
Week 2	<ul style="list-style-type: none"> • Assist with changing classes, escorting classes to specials, lunch, recess, etc.

	<ul style="list-style-type: none"> • Plan and teach 1-2 subjects/classes daily; can include whole group, small group, center rotation, etc. Lesson plans must be submitted to mentor teacher no later than 48 hours in advance for feedback. However, it is at the mentor teacher's discretion to require more than 48 hours to review. • Increase responsibility of daily routine and management of classroom (attendance, bell ringer, lunch, special, recess, dismissal, etc.) • First observation from supervisor will occur
Weeks 3-4	<ul style="list-style-type: none"> • Add 1-2 additional subjects/classes/blocks to teach each day. Lesson plans must be submitted to mentor teacher no later than 48 hours in advance. However, it is at the mentor teacher's discretion to require more than 48 hours to review. • Assume more responsibility of daily routine and management of classroom • Record and reflect on video lesson during week 4 (1st placement only)
Week 5	<ul style="list-style-type: none"> • Most subjects/classes should be planned and taught by the student teacher. • Supervisor will complete no less than 2 observations by end of week 5
Week 6	<ul style="list-style-type: none"> • Assume responsibility for full school day including instruction, daily routine and management of classroom
Weeks 7-8	<ul style="list-style-type: none"> • Gradually transition subjects/classes/block back to mentor teacher • Participate in daily routine and management of classroom • Observe in other classrooms in arrangement with mentor teacher and colleagues • Supervisor will complete no less than 4 observations by end of week 8 • Review final evaluation with mentor teacher and college supervisor

During the early period, the student teacher should begin more directed observations of teaching of his/her mentor teacher. All observations should be for a purpose, should be directed to that purpose, and should include an analysis and evaluation of what was observed.

Early on, the student teacher should begin to get involved in class activities, moving from working as a classroom aide, to assisting as a paraprofessional, to assuming a fully professional role. Important to this process is the increasing involvement of the student teacher with individual students and groups of students in the classroom, giving both the students and the student teacher the opportunity to get to know each other. It is during this period of time that the student teacher establishes himself/herself as an authority figure with professional status comparable to the mentor teacher.

If the traditional model is followed, gradually, the student teacher should begin to assume responsibility for parts of the mentor teacher's schedule. It is hoped that, during this period, the mentor teacher will assist the student teacher in much the same way as the student teacher helped the mentor teacher in his/her early days in the classroom. Classes or subjects should be added until, for at least a minimum of a two-week period, the student teacher is responsible for the full load of teaching and other duties. During the period when the student teacher has full responsibility, the mentor teacher should give the student teacher the full sense of teaching without the direct assistance of others. Generally, the mentor teacher should be an observer rather than a participant during the student teacher's full load of teaching. Mentor teachers are encouraged to leave the classroom when appropriate during this period. Additionally, the mentor teacher will serve in a supervisory role.

As the experience draws to a close, the student teacher generally relinquishes responsibility for classes to the mentor teacher, although at an accelerated pace. The roles again reverse with the student teacher increasingly acting as a collaborative fellow professional, paraprofessional, and aide.

Observations

An important part of the student teaching experience is the opportunity it provides to observe and analyze the teaching of others. While not required, student teachers are encouraged to observe other classrooms during their final week of the placement.

It is important to make observations with the advantage of increased experience and more focused need. Also valuable is the opportunity to observe teachers in and out of your field or grade/level of teaching. Mentor teachers should work with student teachers to make their time as an observer valuable. A copy of the lesson observation form can be found in the OneDrive folder

Planning

Careful lesson planning is essential for a successful instructional experience. Student teachers should not attempt to teach without proper planning. Knowledge of the school's curriculum, understanding of students' prior experiences and levels of ability, and awareness of the long-term and immediate purposes of instruction are required to begin to plan effectively.

Initially, lesson plans for each class or subject must be written in detail using the Education Department approved template and submitted to the mentor teacher at least 48 hours in advance for suggestions, comments, and approval. If a mentor teacher requests more than 48 hours, the student teacher must follow this timeline. Feedback must be applied to the lesson plan and returned to the mentor teacher for a second review. Lesson plans must be uploaded to the OneDrive folder and be available throughout the student teaching experience.

Once the mentor teacher and college supervisor are satisfied with the student teacher's skill at detailed lesson planning, they may choose to allow a more abbreviated format. Careful lesson planning, however, will continue to be required.

Good lesson planning means, among other things, creating lessons which go beyond a textbook or teacher's guide. It includes designing activities and experiences matched to the needs of individuals and groups of students in the classroom. Good plans provide careful and systematic attention to detail in all aspects of the lesson. Such plans include thorough evaluation of what was or was not accomplished because of everyone's effort. The plan itself should be evaluated, revised if necessary, and kept available for future use.

Video Lesson Recording

Reflection is an important aspect of teaching, particularly for pre-service teachers. For this reason, student teachers will record a lesson by the midpoint of the semester. It is the responsibility of the student teacher to review his/her district Technology policy and consult with the mentor teacher about the best way to inform students and parents of this need. Student teachers will only be recording him/herself instructing the lesson. Students should not be in view of the camera unless permission has been received from parents.

The pre-service teacher will watch the recording and type observation notes using the Classroom Observation form found in his/her OneDrive folder. The completed notes will be uploaded to the Observation Notes folder to be reviewed by the mentor teacher and supervisor within one week of the recording.

Areas to consider during review and reflection:

- Volume/voice projection
- Wait time
- Downtime between activities
- Pacing
- Calling on students in different parts of the room
- Proximity
- Classroom management techniques
- Use of "um", "so", "like", and other repetitive words
- Growth needs suggested by mentor teacher and/or supervisor

Classroom Management

Effective teaching requires a proper teaching and learning environment. Successful teachers tend to establish positive, effectively organized environments in which physical needs are satisfied; classroom procedures are known, understood, and accepted; rules and consequences are clear; students are respected and treated fairly and consistently; and self-discipline is encouraged, if not demanded. A good teacher understands the causes of disruptive behavior, anticipates the occurrence of difficulties, and often eliminates the “problem” before it happens.

Certain school districts, schools, and/or teachers have adopted a particular model or style of dealing with classroom management issues and/or disruptive behavior in the classroom or school setting. Mentor teachers should describe the approach used in their classroom. If the approach is a district-wide or school-wide policy, the student teacher should be expected to follow it. If the model is a more personal one, the mentor teacher is free to determine if the student teacher should be required to follow the model for all or part of his/her experience.

Evaluation

If student teaching is to have value as a growth experience, it is essential that planned, continuous evaluation of progress be an integral part of it. Such evaluation must be open, honest, and constructive, and must have, as its goal, preparing the student teacher to self-evaluate throughout his/her life in the profession. Sound evaluation is based on mutual agreement upon goals and objectives for evaluation, and is supported by both qualitative and quantitative evidence for interpreting and recording behavior.

Mentor teachers should observe student teachers frequently and assess a variety of aspects of the student teacher's work. The familiarity of the mentor teacher's contact and relationship with the student teacher makes such continuing evaluations extremely valuable to the student teacher. The opportunity for frequent and quite specific conferencing only amplifies this value. When possible, information should be presented in written form, since it then can be reviewed repeatedly. Providing copies of some of this written material via the student's OneDrive folder is very helpful in the long-term evaluation process.

The college supervisor will provide written and oral feedback on a regular basis throughout the semester. Copies of written feedback will be provided to both the student, mentor teacher and Director of Educational Field Experiences via the student's OneDrive folder.

Supervisors will arrange for a mid-term evaluation. This represents a more systematic, comprehensive analysis of the progress of the student teacher to date and includes a planned three-way conference to set goals for the remainder of the semester or experience. This evaluation uses forms and procedures similar to those employed as part of the final evaluation and, therefore serve as an introduction to that process. Both the mentor teacher and college supervisor contribute to this evaluation, and the student teacher is required to complete a self-evaluation. A mid-point PDE-430 is completed by the Supervisor, signed by the Supervisor and student, and uploaded to the OneDrive folder.

The final evaluation and conference are the culminating activities of the student teaching experience. In many ways, however, this is the easiest of the evaluations, since it should be a summary of and be consistent with previous evaluations. Since the Student Teacher Evaluation Summary's Written Summary and Evaluation will be part of the student teachers' file, it should be clear, specific, and relatively concise, as it serves as both an assessment of performance and as a letter of recommendation.

It should be typed in the space provided or submitted as an attachment printed on school letterhead. Written evaluations generally are shared among all participants in the process.

Certification

Certification is granted by the Pennsylvania Department of Education at the recommendation and with the approval of the Director of Educational Field Experiences.

Student teachers will apply for Pennsylvania certification through the Pennsylvania Department of Education's Teacher Information Management System (TIMS) no sooner than the month of their graduation. The College's Certification Officer will be the point of contact for any questions regarding certification.