

**Secondary  
Pre-Professional Semester Field Experience  
Handbook**

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## Pre-Professional Experience

### Description

The Pre-Professional Semester is an opportunity for secondary education majors to experience a more interactive classroom than their early field experience. During the semester, students will visit selected classrooms for structured observations and teaching experiences connected with classroom management course. Students are required to attend an orientation meeting with the Director of the Pre-Professional Semester before starting the experience.

While in the classrooms, students will complete at least **six (6) structured observations ( 1 per week)** during scheduled lessons and will be expected to observe incidental situations before and/or after a lesson. Students will present **two (2) lessons** with no more than one lesson a day after they have completed the required observations. Whenever students are in the classroom, they are encouraged to interact with the children as much as possible. Interaction includes one-on-one assistance, small group activities, and assisting the teacher in any way that will help facilitate a lesson. Specific requirements and number of observations and lessons for the pre-professional experience will be discussed in the methods courses. Fulfillment of requirements will be part of the grading procedures for the courses.

### Scheduling/School Placement

Although the scheduling for the experience is flexible as to days of the week that a student is in a classroom, students must be scheduled to be in a classroom when the subject area is being taught without disrupting the cooperating schools' and teachers' schedule. Information about the cooperating schools' and classroom teachers' schedules will be discussed with King's students when they meet with the Director of the Pre-Professional Semester for their assignment(s).

Students will begin the experience by contacting the cooperating teacher that they are assigned to and arrange an orientation meeting before the observations begin. At the orientation meeting, students will introduce themselves, learn about the school, arrange for visits, obtain a bell schedule and their cooperating teacher's schedule and exchange telephone numbers and e-mail addresses. In addition, students should learn about the school's classroom management and discipline procedures and the scope of the curriculum. Students will also review the requirements of the field experience with their cooperating teacher(s). The student's expectations of this experience should be shared with the teacher(s). We also encourage the teacher(s) to share expectations of the students. A tentative schedule should be arranged and a school calendar and policy manual should be obtained.

Students will inform the Secondary Pre-Professional Semester Director as to which teachers, and grade levels that they will attend during the experience. The number of students who visit a teacher or school is dependent on the cooperating school's ability to facilitate the demand.

## **Goals of Experience**

1. To experience the many facets of a classroom and responsibilities of teaching.
2. To observe the integration of learning theories discussed in college courses and actual classroom application.
3. To assist the classroom teacher in activities that will enhance student learning.
4. To develop and practice teaching skills.
5. To develop and practice mentoring skills.

## **General Requirements of Schools**

1. **Appearance:** Dress and grooming must be comparable to the professionals in the building. Male students will wear dress slacks, shirts and ties, and socks with their shoes. No piercing jewelry is allowed for males. Female students will wear moderate to long skirts and dresses or dress slacks. Blouses and dress tops should not be tight fitting or have low necklines. One set of earrings is permissible for females, but no other piercing. If a student has a visible tattoo, it should be covered while at the school. Hats or bandannas are not permitted by either gender in the schools. Cigarettes are not permitted on school grounds.
2. **Attendance:** Students are expected to be present at the school at their arranged date and time. If you must be absent, notify the school and classroom teacher as soon as possible. It is the students' responsibility to arrange a make-up session.
3. **Courtesy:** Students are to report to the main office when entering the building. Since students are guests of the schools, they are expected to abide by the schools regulations, including no tobacco products. Students are to show respect during prayers and pledge ceremonies.

School personnel will report any infraction of the above regulations to the director of the pre-professional experience.

**State Requirements:** Students must have on file with the director of the pre-professional experience and the school principal the following clearances:

### **Pennsylvania State Police Criminal Record Check (Act 34)**

Pennsylvania school districts require a clearance by the Pennsylvania State Police stating that the applicant does not have a criminal record. Application for the Act 34 Clearance will be provided to students, but it is the student's responsibility to send for them. After receiving the results, students are to keep the original and give two copies to the college supervisor. The Act 34 Clearance is valid for one year.

### **Pennsylvania Child Abuse History Clearance (Act 151)**

Pennsylvania school districts require a Pennsylvania Child Abuse History Clearance stating that the applicant does not have a child abuse record. Applications for the Act 151 Clearance will be provided to students, but it is the student's responsibility to send for them. After receiving the results, students are to keep the original and give two copies to the college supervisor. The Act 151 Clearance is valid for one year.

### **The Federal Criminal History Record (Act 114)**

As of April 1, 2007 the Pennsylvania law requires you to have an FBI fingerprinting and background check conducted and the results placed on file for any field experience, student teaching as well as employment with any public school system.

## **Specific Course Requirements**

1. **Information Exchange:** After the initial meeting with the teacher, a copy of the information exchange form should be given to the instructor.
2. **Time Sheets:** Students are required to keep an accurate record of the time they spend in the classroom. Students should fill in the time and have the classroom teacher verify and sign it. There should be a time sheet for each subject. (Copies attached.) Completed time sheets **must** be returned to the instructors.
3. **Introduction:** On the first visit to the classroom, students will introduce themselves to the class. A brief description of their experiences and goals will be shared with the students to establish rapport with the class.
4. **Observations:** Observations will be structured and incidental. Instructors in the classroom management courses will explain each type and the requirements for recording observations. (Observation Form attached.)
5. **Lesson Presentations:** Guidelines and specifications for lessons will be provided by the instructors of the classroom management courses. All lesson plans are to be available for the classroom teacher to review at least 2 days before presentation. Teachers will review the lessons and provide suggestions appropriate for their curriculum and students.
  - a. **Lesson Plan Format:** Students will use the King's College Lesson Plan format. (Sample enclosed in Handbook). The classroom management instructors will review the lesson plan format with the students.
  - b. **Regular Lessons:** Students will develop lessons for the time period of the subject in the grade level that they are teaching. (Times will vary based on the classroom schedule, teacher, and grade level.) The classroom teacher will provide the topic for the lesson and classroom management instructors will review the lesson development with the students.
  - c. **Student Lesson Reflection:** Students will complete **one** Lesson Reflection form for **each** regular lesson taught. Completed Lesson Reflection forms must be returned to the instructors along with Regular Lesson evaluations completed by the cooperating teachers. (Student Lesson Plans must be attached to Lesson Evaluations.)
6. **Evaluation – Cooperating Teacher:** Each time students present a lesson, the classroom teacher will provide feedback in terms of teaching style and subject content. Students should allow for time after teaching to confer with the classroom teacher. Forms are available on the Pre-Professional Website <http://www.kings.edu/education/pre>.

7. **Evaluation – King’s Supervisor:** King’s teacher candidates can expect at least one classroom observation by a King’s College supervisor. This observation will be followed by a conference intended to provide coaching and feedback. It is the responsibility of the teacher candidate to provide the supervisor with a schedule of their teaching one week in advance.
  
8. **Lesson Observation Schedule** - Exact times, dates, and classrooms numbers are to be submitted to the King’s instructor one week prior to teaching a lesson.
  
9. **Binder:** At the conclusion of the field experience, the student will submit a binder to the classroom management instructor with two sections, clearly labeled. The first section should include the following: the time sheet, information exchange, six observations, the two lessons to be graded with the appropriate reflections and cooperative teacher evaluations, and the experiential reflection. The section should be a copy of the first section. This will be removed by the instructors.

**King's College  
Pre-Professional Experience**

**Information Exchange**

Student's Name \_\_\_\_\_

Local Telephone \_\_\_\_\_

Other Telephones \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Subject \_\_\_\_\_

Teachers Name \_\_\_\_\_

Telephone \_\_\_\_\_ (Work)

Telephone \_\_\_\_\_ (Home, optional)

E-Mail Address \_\_\_\_\_

Subject \_\_\_\_\_

**King's College  
Pre-Professional Experience**

**Time Sheet**

<b>Date</b>	<b>Time Spent In Classroom</b>	<b>Time Spent In Conference</b>	<b>Signature of Classroom Teacher</b>

**Student** \_\_\_\_\_

**Subject** \_\_\_\_\_

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

**Classroom Teacher** \_\_\_\_\_

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

## King's College Teacher Candidate Observation Rubric

*(INTASC Principles listed in parentheses)*

Teacher Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Observer's Title: \_\_\_\_\_

Rating scale: 1=unsatisfactory, 2=satisfactory, 3=above average, 4=superior, NA=not applicable (circle one)

<b>I. Efficient Use of Instructional Time</b>	<b>Rating</b>	<b>Comments</b>
<b>a. Appropriate goals and objectives were set (2,7)</b> <i>The goals and objectives corresponded with the state standards.</i>	1 2 3 4 or NA	
<b>b. Lesson was well paced (2)</b>	1 2 3 4 or NA	
<b>c. Entire class monitored and/or more than one activity/group was attended to at a time (2,5).</b> <i>Classroom management techniques (e.g., proximity) used effectively.</i>	1 2 3 4 or NA	
<b>II. Instruction</b>		
<b>d. Attention gained (1,2,4)</b> <ul style="list-style-type: none"> <li>▪ A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</li> <li>▪ Strategies related directly to the learning in the lesson.</li> <li>▪ Visuals, ambiguity, curiosity, noise, or other ways were effectively used</li> </ul>	1 2 3 4 or NA	
<b>e. Previous knowledge recalled (2,4).</b>	1 2 3 4 or NA	
<b>f. Purpose/Objective of the lesson made clear (1,4)</b> <i>It was clear what students were to be learning and why they were learning it.</i>	1 2 3 4 or NA	
<b>g. Teacher Input Provided</b> <i>Skills or concepts of the lesson were introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was appropriate (2,4)</i>	1 2 3 4 or NA	
<b>h. Teacher guided practice was adequate and appropriate (2,4)</b> <i>The teacher and students worked through examples together as needed before expecting students to do similar problems on their own.</i>	1 2 3 4 or NA	
<b>i. Repetition of key concepts occurred throughout the lesson (2,4)</b>	1 2 3 4 or NA	

*(See reverse side)*

<b>j. A variety of instructional materials were used to actively engage the students. (2,3,4,6)</b>	<i>1 2 3 4 or NA</i>
<b>k. All of the students were actively engaged in the learning throughout the lesson. (2,4)</b>	<i>1 2 3 4 or NA</i>
<b>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4)</b> <i>Open-ended questions were used, diverse perspectives were explored.</i>	<i>1 2 3 4 or NA</i>
<b>m. Higher order thinking skills were used. (4)</b> <i>Higher levels of Bloom's Taxonomy</i>	<i>1 2 3 4 or NA</i>
<b>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (8)</b>	<i>1 2 3 4 or NA</i>
<b>o. The lesson ended with closure/review that focused on the main objectives of the lesson. (3,4)</b> <i>The students were able to summarize the learning rather than the student teacher having to do this for them.</i>	<i>1 2 3 4 or NA</i>
<b>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8)</b> <i>e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</i>	<i>1 2 3 4 or NA</i>
<b>q. Relevant subject areas &amp; "real world" problems were integrated into the lesson. (1,2,3,7)</b>	<i>1 2 3 4 or NA</i>
<b>r. Inclusion of special needs student occurred. (2,3)</b>	<i>1 2 3 4 or NA</i>
<b>s. Individual differences were addressed. (2,3,5)</b>	<i>1 2 3 4 or NA</i>
<b>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3)</b>	<i>1 2 3 4 or NA</i>
<b>u. Diversity issues were addressed in an appropriate manner. (2,3,6,10)</b>	<i>1 2 3 4 or NA</i>
<b>III. Personal and Professional Characteristics</b>	
<b>v. Displayed Enthusiasm. (1,6)</b>	<i>1 2 3 4 or NA</i>
<b>w. Exhibited Confidence. (1)</b>	<i>1 2 3 4 or NA</i>
<b>x. Displayed empathy. (5,9,10)</b>	<i>1 2 3 4 or NA</i>
<b>y. Spoke and acted in a professional manner. (9,10)</b>	<i>1 2 3 4 or NA</i>

(Adopted from the King's College Interactive Lesson Planner found online:

<http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm> & from Purdue University's guide to their teaching observation form)

This form is also found online at: <http://www.kings.edu/kdils/>

**King's College  
Pre-Professional Experience  
Lesson Plan**

Student \_\_\_\_\_ Date \_\_\_\_\_  
Co-op Teacher \_\_\_\_\_ Topic \_\_\_\_\_  
Subject \_\_\_\_\_ PA Standards \_\_\_\_\_  
Grade Level \_\_\_\_\_ INTASC Standards \_\_\_\_\_

**Instructional Objective(s)**

**Materials and Resources Needed**

**Motivation/Anticipatory**

**Procedures** (To include Input, Modeling, Hands-on/Minds-on Activities, and Demonstrations where appropriate)

**Adaptations**

**Closure**

**Assessment**

**King's College**  
**Pre-Professional Experience**  
**Lesson Reflection**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Subject** \_\_\_\_\_ **Topic** \_\_\_\_\_

**Grade Level** \_\_\_\_\_

1. How did the motivation activities arouse the students' interest?
2. How were your teaching procedures effective for presenting the content?
3. How were the lesson materials appropriate and effective?
4. Describe how students participated in the lesson.
5. Which of Gardner's multiple intelligences did you apply to accommodate differences in learning styles?
6. What classroom management techniques did you use?
7. What was the most effective aspect of the lesson?
8. What was the least effective aspect of the lesson?
9. How would you adjust your lesson plan for the future?
10. How were standards met?

Additional comments:

**Rubric**  
**Secondary Pre-Professional Assessment Instruments**

Forms for each Specialty Area (SPA) Found Online

Math:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Biology:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Chemistry:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

English:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Citizenship:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Foreign Language:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

# Teaching in PA

## Pennsylvania's Code of Professional Practice and Conduct for Educators

### Section 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.

### Section 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 a moral commitment to uphold these values.

### Section 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.

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

(4) and (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 or 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 communication 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 and 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.

### **Section 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.

### **Section 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 act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(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.

### **Section 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.

### **Section 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 be 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.

**Section 9. Improper personal or financial gain**

- (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.

**Section 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.

**Section 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 a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.