

EARLY FIELD EXPERIENCE HANDBOOK

**King's College
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EARLY FIELD EXPERIENCE

EDUC. 236 Elementary Education Majors
EDUC. 266 Secondary Education Certification Students

Coordinator: Mrs. Maryanne W. Toole

Office: Education Division, 2nd Floor of Administration Building, Room A221 (Part Time Faculty Office)

Office Hours: Tuesday and Wednesday from 3:30 P.M. to 4:30 P.M.
Also by appointment.

Phone: Office: (570) 208-5900, Extension 5360
Home: (570) 822-3545 (**Call here first.** Leave message if necessary.)

E-mail: Office: maryannetoole@kings.edu
Home: blackdog41@comcast.net

COURSE DESCRIPTION

Twenty class hours of observation and teacher's aide duties are required. This requirement will begin at the time of entry into the Foundations of Education course. One semester will be required to satisfy the twenty clock hours total for Early Field Experience. (1 credit per semester)

LEARNING OUTCOMES

Students will be able to:

1. Describe the many facets of teacher roles and responsibilities and the teaching profession through observation and direct participation (King's College Proficiency 5.1).
2. Describe the integration of learning theories discussed in college classes and actual classroom application (King's College Proficiency 1.2).
3. Practice and develop observational skills prior to student teaching (King's College Proficiency 5.1).
4. Conduct early career exploration and decision making (King's College Proficiency 3.2).
5. Describe standards of good teaching (INTASC and PA State Standards) (King's College Proficiency 1.1).
6. Begin to evaluate the practice of good teaching by using INTASC and PA State standards (King's College Proficiency 5.1).

COURSE REQUIREMENTS

PENNSYLVANIA STATE POLICE ACT 34 CLEARANCE

PENNSYLVANIA DEPARTMENT OF WELFARE ACT 151 CLEARANCE

Pennsylvania school districts require clearance by the Pennsylvania State Police stating that the student does not have a criminal record (Act 34) and a clearance by the Pennsylvania Department of Welfare (Act 151) indicating that the applicant has no record as a perpetrator of an Indicted or Founded report of child abuse or an Indicted or Founded report for school employees.

The applications for both Act 34 and Act 151 will be provided to the student by the college, but **it is the student's responsibility to mail in both applications.** Please note: The student is to keep a copy of each application and the accompanying money order/certified check.

The clearances will be sent directly to the student who must then give three (3) copies of each clearance to the Coordinator of Early Field Experience. **This requirement must be completed prior to the Mandatory Orientation Meeting in August. You will not be able to start your observations if a copy of each clearance is not in your EFE folder.**

FBI FEDERAL CRIMINAL HISTORY RECORD

Act 114 of 2006, Section 11 of the Public School Code, calls for Pennsylvania school districts to require all college student aides, college student teachers, etc. to provide them with a copy of their FBI Federal Criminal History Record. This record, a finger printing based background check, will state that the student does not have a criminal record. When being submitted to the College for the first time, the FBI Federal Criminal History Record cannot be more than one (1) year old.

The process of obtaining this FBI Federal Criminal History Record begins with an online registration and the visit to a finger-printing site. **It is the student's responsibility to complete the on line registration and have his/her fingerprints scanned at a fingerprinting site.**

The Federal Criminal History Record will be sent directly to the student who must then give the original and three (3) copies of it to the Coordinator of Early Field Experience. **This requirement must be completed prior to the Mandatory Orientation Meeting in August. You will not be able to start your observations if a copy of your record is not in your EFE folder.**

VIRTUS TRAINING PROGRAM

The **Diocese of Scranton** requires that any individual who spends 20 hours or more with students enrolled in one of their schools must attend and complete a 3 hour VIRTUS Training Program. This VIRTUS Training Program is a best practice program that is designed to provide a safe environment for everyone, especially children, and "to help prevent wrongdoing and promote rightdoing" within the religious community.

Since Early Field Experience requires that education students complete 20 hours of observation in either a public or non public school setting, all Early Field Experience students are required to attend this training program.

The VIRTUS Training Program is facilitated, on campus, each semester by Dr. Maureen Gaffney, a member of the Education Department. In addition to the King's College training session, the VIRTUS Training Program is offered at various parishes in the Diocese. (See the Diocese of Scranton's web page for a list of locations.)

SCHOOL PLACEMENT / COOPERATING TEACHER

It is the responsibility of the students to inform the EFE Coordinator of the day and time that they and the cooperating teacher have arranged for the classroom observations. A form will be provided to the students to indicate this information. All students are reminded that the observation is to occur in a two (2) hour block of time.

On the first visit, students are to have with them the cooperating teacher's paper work (EFE Handbook, First and Final Assessment Forms, Cooperating Teacher Survey). It is most important that students are familiar with the cooperating teacher's paper work in case the cooperating teacher.

Students are to report to the school's office and sign in before each observation.

GENERAL REGULATIONS

Appearance Students dress and grooming must be comparable to the professionals in the school/school district to which they have been assigned. A tie for men and appropriate dress for women is strongly recommended. Extended long hair and earrings on men will not be accepted, as well as body piercing on both men and women.

Attendance Students are not to miss their scheduled visitation except for a serious reason. All absences are to be reported to the Cooperating Teacher and the Coordinator of EFE as soon as possible and, whenever possible, in advance of the absence.

Courtesy Upon entering the building students must always report in the office and sign in. Students are reminded that they are guests of the school/school district and should conduct themselves as such at all times.

Please not: **Cooperating teachers should report any infractions of the above regulations to the Coordinator of Early Field Experience.**

EARLY FIELD EXPERIENCE ACTIVITIES

Students in the Early Field Experience are required to obtain a minimum of 20 hours of experience as a teacher's aide. The following are some general activities expected of students during their Early Field Experience..

- Observe and become familiar with the traits of students at the grade level one is observing.
- Learn the teaching procedures and group techniques used by the teacher with his/her subject.

- Participate in routine non-instructional procedures.
- Acquire insight into classroom management through discussions with the teacher.
- Obtain experience with instructional and motivational techniques by giving pupils individual help when needed.
- Become familiar with evaluation techniques by studying the types of tests used by the teacher, and, if possible, by correcting objective and/or subjective tests and exercises.

The following is a more specific listing of activities for Early Field Experience students:

- **Involvement with Learners**
 - A. Reading stories to children
 - B. Assisting with field trips
 - C. Helping one or two children in a tutorial capacity
 - D. Helping with playground or physical education activities
 - E. Teaching new games or activities
 - F. Helping with an art activity, helping with a music program, etc
 - G. Small group instruction
- **Involvement with Curriculum**
 - A. Helping to gather materials for units
 - B. Helping plan and construct a bulletin board
 - C. Making instructional materials (tapes, transparencies, etc.)
 - D. Correcting papers
 - E. Assisting with library activities
 - F. Lesson planning
- **Involvement with the Profession**
 - A. Being introduced to other teachers and the principal
 - B. Learning the organizational structure of the school
 - C. Observing in other classrooms
 - D. Become aware of record-keeping systems, etc.
- **Involvement with Additional Teacher Roles**
 - A. Lunch duty
 - B. Record keeping
 - C. Study hall supervision
 - D. Playground duty
 - E. Participation with PTO
 - F. Homeroom responsibility
 - G. Bus duty

POST OBSERVATIONS REFLECTIONS (POR)

Students are required to complete and return to the Coordinator **ten (10)** Post Observation Reflections for the semester. The POR's are to be typed, double-spaced, with a minimum of a single page and a maximum of two pages. (The required form can be found on page 10 of this Handbook.) Due dates for submitting the reports can be found on the Schedule/ Calendar Dates hand out.

Topics for the required Post Observation Reflections are as follows:

- | | |
|-----------------------------|---|
| Observation / Week 1 | Your First Impression – describe what you saw and how you felt during your first observation. |
| Observation / Week 2 | Classroom Environment – illustrate the physical arrangement of the classroom (e.g., bulletin boards, desk arrangements, etc.). |
| Observation / Week 3 | Your Impression of the Teacher's Role – describe the teaching activities and interactions of the teacher. |
| Observation / Week 4 | Your Student's Behavior – select one student and describe that student's behavior. |
| Observation / Week 5 | Student-teacher Relationship – explain how the teacher maintains classroom discipline. |
| Observation / Week 6 | Teacher Questioning – identify the various types of questions used by the teacher and why this type of question is used. |
| Observation / Week 7 | Written Assessment – discuss the types of assessments used by the teacher to evaluate a student's academic progress. |
| Observation / Week 8 | Student's Peer Relationships – select one student and describe how that student relates to other students. |
| Observation / Week 9 | Observation Reflection Guide - choose a lesson observed during week 9 and complete the <i>King's College Early Field Experience Observation/Reflection Guide</i> . See Appendix B. |

When completing the Observation/Reflection Guide, you will be asked to:

1. Provide **evidence** (what you saw and what you heard) for each relevant component described on the Observation/Reflection Guide.
2. Use INTASC & PA State Academic Standards to help guide your evaluation. The INTASC standards can be found online at:

<http://www.ccsso.org/content/pdfs/corestrd.pdf>

The PA Academic standards can be found online at:

Observation / Week 10

Compare and Contrast - compare and contrast this observation with your first week's observations. Comment on what saw, how you felt, and how your observational skills have changed.

(Keep this assignment in your "portfolio" (either on a computer disk or a hard copy on file).

SUBMITTING REQUIRED PAPER WORK

Post Observation Reflections

Post Observation Reflections are to be submitted via one of the following ways:

- Place the POR in the plastic mail tray attached outside of Room A221.
- Give the POR to the EFE Coordinator during her office hours..
- E-mail the POR to the EFE Coordinator as an attachment at maryanntoole@kings.edu

Cooperating Teacher Assessment Forms, Cooperating Teacher Survey, Time Sheet, Student Survey

The Cooperating Teacher Assessment Forms, Cooperating Teacher Survey, Time Sheet, and Student Survey are to be submitted via one of the following:

- Place the form in the plastic mail tray attached outside of Room 221.
- Give the form to the EFE Coordinator during her office hours.

TIME SHEET FORM

Students are required to keep an accurate record of the time they spend in their assigned classroom using the Time Sheets Form which is provided to them by the EFE Coordinator. This form is to be completed by the student and verified by the cooperating teacher.

The cooperating teacher verifies the dates and total hours by signing and dating the Time Sheet which is then submitted to the EFE Coordinator via Cooperating Teacher's EFE student by the due date as outlined on the Schedule / Calendar Dates hand out. **It is the responsibility of the student to remind the Cooperating Teacher of this date.**

COOPERATING TEACHER ASSESSMENT FORM

In order for the Coordinator to monitor the participation and attendance of Early Field Experience students, the Cooperating Teachers are asked to complete **two** brief assessment forms (the First Assessment Form and the Final Assessment Form) and to submit them to the EFE coordinator via his/her EFE student on the dates outlined on the Schedule / Calendar Dates hand out. **It is the responsibility of the student to remind the Cooperating Teacher of these dates.**

EVALUATION PROCEDURE

Mid Semester Grade

To receive a P for a Mid Semester Grade, the Placement Information Form and POR 1, POR 2, POR 3, and POR 4 must be submitted on or before the due date. An F will be given if these required Post Observation Reflections were not submitted on or before the date on which they were due. (See the MID SEMESTER GRADE handout for further information.)

Final Grade

The final grade for Early Field Experience will be a **P** if all assignments were satisfactory and submitted on or before the due date and an **F** if procedures were not followed and the work was unsatisfactory.

- Check the Schedule / Calendar Dates hand out for specific dates on which to submit the required assignments to the coordinator.

WITHDRAWING FROM THE EARLY FIELD EXPERIENCE

When a student decides to withdraw from Education 236 or Education 266, he/she must (1) meet with the Coordinator of Early Field Experience, (2) inform his/her cooperating teacher, and (3) formally withdraw from the course by notifying the Registrar's Office. **It is the responsibility of the student to notify the Registrar's Office. Failure to follow this procedure will result in a grade of F.**

King's College
Early Field Experience
Post Observation Reflection

Observation/Week Number:
Student's Name:
School :

Observation Date:
Grade:

Topic:

KING'S COLLEGE

**Early Field Experience
Educ. 236/266**

TIME SHEET

	DATE	TIME SPENT	SIGNATURE OF COOPERATING TEACHER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Total Number of Hours _____

Please note: A minimum of 10 observations and 20 hours is required to earn a passing grade.

Student's Name (Print) _____

Cooperating Teacher's Name (Print) _____

Cooperating Teacher's Signature (Print) _____

Date _____

KING'S COLLEGE TEACHER EDUCATION EARLY FIELD EXPERIENCE (EFE) STUDENT SURVEY

Student _____

Date _____

Please use the scale below to indicate your EFE student's involvement during the time he/she was with you. Give this completed survey to your EFE student on his/her last day.

1 = DISAGREE 2 = AGREE 3 = DOES NOT APPLY

A. INVOLVEMENT WITH LEARNERS (INTASC STANDARDS 2, 3, & 4)

- | | |
|--|-------|
| 1. I read stories to the children. | 1 2 3 |
| 2. I accompanied my Cooperating Teacher on a field trip. | 1 2 3 |
| 3. I helped one or two children in a tutorial capacity. | 1 2 3 |
| 4. I organized a new game or activity for the children. | 1 2 3 |
| 5. I worked with small group instruction. | 1 2 3 |
| 6. I assisted with library activities. | 1 2 3 |

B. INVOLVEMENT WITH CURRICULUM (INTASC STANDARDS 6, 7, & 8)

- | | |
|--|-------|
| 1. I gathered materials for a teaching unit. | 1 2 3 |
| 2. I planned and put up a bulletin board. | 1 2 3 |
| 3. I made instructional materials (flash cards, handouts, etc.). | 1 2 3 |
| 4. I planned and assisted with the lesson. | 1 2 3 |
| 5. I corrected student work. | 1 2 3 |

C. INVOLVEMENT WITH THE PROFESSION (INTASC STANDARD 10)

- | | |
|--|-------|
| 1. I was introduced to other teachers. | 1 2 3 |
| 2. I was introduced to the principal and/or assistant principal. | 1 2 3 |
| 3. I observed in other classrooms. | 1 2 3 |
| 4. I was introduced to student support programs (Chapter I, SAP, IST, etc.). | 1 2 3 |

D. INVOLVEMENT WITH ADDITIONAL TEACHER ROLES (INTASC STANDARD 10)

- | | |
|--|-------|
| 1. I did lunch duty with me. | 1 2 3 |
| 2. I experienced record keeping (attendance, recorded grades, lunch count, collected money, etc.). | 1 2 3 |
| 3. I assisted me with study hall supervision. | 1 2 3 |
| 4. I accompanied my Cooperating Teacher on playground duty. | 1 2 3 |
| 5. I attended PTA/PTO meetings. | 1 2 3 |
| 6. I was responsible for my homeroom activities. | 1 2 3 |
| 7. I helped me with bus duty and/or end of the day dismissal. | 1 2 3 |

E. DIVERSITY (INTASC STANDARDS 2, 3, & 4)

- | | |
|--|-------|
| 1. I observed my Cooperating Teacher creating instructional opportunities that were adapted to the needs of diverse learners | 1 2 3 |
|--|-------|

F. ADDITIONAL COMMENTS AND/OR SUGGESTIONS CONCERNING THE DESIGN, IMPLEMENTATION OR EVALUATION OF THIS FIELD EXPERIENCE

G. ADDITIONAL COMMENTS AND/OR SUGGESTIONS

6/15/0

KING'S COLLEGE TEACHER EDUCATION EARLY FIELD EXPERIENCE (EFE) COOPERATING TEACHER SURVEY

Student _____

Date _____

Please use the scale below to indicate your EFE student's involvement during the time he/she was with you. Give this completed survey to your EFE student on his/her last day.

1 = Disagree 2 = Agree 3 = Does Not Apply

A. INVOLVEMENT WITH LEARNERS (INTASC STANDARDS 2, 3, & 4)

- | | |
|--|-------|
| 1. My EFE student read stories to the children. | 1 2 3 |
| 2. My EFE student assisted me on field trips. | 1 2 3 |
| 3. My EFE student helped one or two children in a tutorial capacity. | 1 2 3 |
| 4. My EFE student organized a new game or activity for the children. | 1 2 3 |
| 5. My EFE student worked with small group instruction. | 1 2 3 |
| 6. My EFE student assisted with library activities. | 1 2 3 |

B. INVOLVEMENT WITH CURRICULUM (INTASC STANDARDS 6, 7, & 8)

- | | |
|---|-------|
| 1. My EFE student gathered materials for a teaching unit. | 1 2 3 |
| 2. My EFE student planned and put up a bulletin board. | 1 2 3 |
| 3. My EFE student made instructional materials (flash cards, handouts, etc.). | 1 2 3 |
| 4. My EFE student planned and assisted with the lesson. | 1 2 3 |
| 5. My EFE student corrected student work. | 1 2 3 |

C. INVOLVEMENT WITH THE PROFESSION (INTASC STANDARD 10)

- | | |
|---|-------|
| 1. My EFE student was introduced to other teachers. | 1 2 3 |
| 2. My EFE student was introduced to the principal and/or assistant principal. | 1 2 3 |
| 3. My EFE student observed in other classrooms. | 1 2 3 |
| 4. My EFE student was introduced to student support programs (Chapter I, SAP, IST, etc.). | 1 2 3 |

D. INVOLVEMENT WITH ADDITIONAL TEACHER ROLES (INTASC STANDARD 10)

- | | |
|---|-------|
| 1. My EFE student did lunch duty with me. | 1 2 3 |
| 2. My EFE student experienced record keeping (attendance, recorded grades, lunch count, collected money, etc.). | 1 2 3 |
| 3. My EFE student assisted me with study hall supervision. | 1 2 3 |
| 4. My EFE student accompanied me on playground duty. | 1 2 3 |
| 5. My EFE student attended PTA/PTO meetings. | 1 2 3 |
| 6. My EFE student was responsible for my homeroom activities. | 1 2 3 |
| 7. My EFE student helped me with bus duty and/or end of the day dismissal. | 1 2 3 |

E. DIVERSITY (INTASC STANDARDS 2, 3, & 4)

- | | |
|---|-------|
| 1. My EFE student observed my creating instructional opportunities that were adapted to the needs of diverse learners | 1 2 3 |
|---|-------|

F. ADDITIONAL COMMENTS AND/OR SUGGESTIONS CONCERNING THE DESIGN, IMPLEMENTATION OR EVALUATION OF THIS FIELD EXPERIENCE

G. ADDITIONAL COMMENTS AND/OR SUGGESTIONS

6/2007

KING'S COLLEGE

Early Field Experience Cooperating Teacher Assessment Form

Student _____ Date _____

Please check: _____ **First Assessment** _____ **Final Assessment**

Please rate your EFE student using the scale below. Cooperating teachers are asked to complete 2 of these forms during the semester. Students are to return these forms to the college on the dates provided at the beginning of the semester.

Rating Scale

E..... Excellent G..... Good U..... Unsatisfactory
VG.... Very Good F..... Fair

ATTENDANCE

Circle Your Response

- | | | | | | |
|---|---|----|---|---|---|
| 1. Arrives and departs on time | E | VG | G | F | U |
| 2. Attends regularly on a weekly basis | E | VG | G | F | U |
| 3. Notifies school of lateness or absence | E | VG | G | F | U |

APPEARANCE

- | | | | | | |
|--|---|----|---|---|---|
| 1. Dresses appropriately..... | E | VG | G | F | U |
| 2. Shows good general appearance, grooming, and
Good hygiene..... | E | VG | G | F | U |

COOPERATION

- | | | | | | |
|---|---|----|---|---|---|
| 1. Is courteous to students, cooperating teacher, staff,
and parents | E | VG | G | F | U |
| 2. Shows a positive, helpful, and constructive
attitude..... | E | VG | G | F | U |
| 3. Is dependable and cooperative within the
classroom | E | VG | G | F | U |

PARTICIPATION

- | | | | | | |
|--|---|----|---|---|---|
| 1. Is efficient in the execution of duties and
procedures | E | VG | G | F | U |
| 2. Is enthusiastic, self-motivated and shows
initiative..... | E | VG | G | F | U |
| 3. Strives to get involved in varied activities | E | VG | G | F | U |

COMMENTS: _____

School

Cooperating Teacher

Appendix A

Act 34 and 151 Background Checks

Criminal Background Checks and Child Abuse Clearances

Section 1-111 of the Pennsylvania School Code (Act 34 of 1985) and Sections 6354-6358 of the Public Welfare Code (Act 151 of 1994)

Act 34

Section 1-111 of the Pennsylvania School Code requires that all applicants for school employment, including those of independent contractors but excluding employees who do not have direct contact with students, must obtain a criminal background check. All applicants are required to submit a Request for Criminal Record Check to the Pennsylvania State Police. The results will be returned directly to you and must be submitted to the school entity with which you are seeking employment. The **Criminal History Request Form (SP4-164)** is available from schools, Pennsylvania State Police Barracks and from the Pennsylvania State Police web site: www.psp.state.pa.us/psp/cwp/view.asp?A=4&O=48275. This background check requires a ten dollar (\$10) payment in the form of a certified check or money order payable to the Commonwealth of Pennsylvania. To check on the status of a request for a Pennsylvania State Police Request for Criminal Record Check call 717-783-9973.

Applicants who have not been a resident of Pennsylvania for at least two years immediately preceding the date of application for employment must also obtain a criminal background check from the Federal Bureau of Investigation (FBI). The FBI check requires applicant fingerprints be placed on a special card available from the school in which you are seeking employment or from the School Services Unit in the Department of Education. It is important that you use the card that identifies the Pennsylvania State Board of Education as the requesting agency, otherwise the results may not be returned through proper channels. The FBI check requires a payment of twenty-four (\$24) in the form of a certified check or money order payable to the Commonwealth of Pennsylvania. Call, write or send an email requesting the FBI fingerprint card to:

School Services Unit
PA Department of Education
333 Market Street 5th floor
Harrisburg, PA 17126-0333
Voice: 717.783.3750
TTY: 717.783.8445
email: dwolfgang@state.pa.us

Act 151

In addition to the criminal background check, Sections 6354-6358 (Act 151) of the Public Welfare Code requires that all applicants for school employment, both Pennsylvania residents and non-residents, also obtain a Child Abuse History Clearance. This request is submitted to the Pennsylvania Department of Public Welfare, Child Line. The **Pennsylvania Child Abuse History Clearance Form (CY 113)** may be obtained from the school to which you are applying for employment, the Department of Public Welfare web site www.dpw.state.pa.us/ocyf/ocyfChildAbuseHistInst.asp or from the School Services Unit in the Department of Education. The Child Abuse History Clearance requires payment of ten (\$10) payable to the Department of Public Welfare in the form of a certified check or money order. To check on the status of a request for the Child Abuse Clearance call 717-783-6211.

The criminal background check and child abuse clearance results are valid for one year. Applicants should make and retain a copy of the reports since the Department of Education, Pennsylvania State Police and Department of Public Welfare do not maintain copies of the criminal record check or child abuse history clearances.

FBI Federal Criminal History Record

Act 114 of 2006, Section 11 of the Pennsylvania School Code requires that all college student aides and college student teachers provide to the school/school district to which they been assigned, a copy of their FBI Federal Criminal History Record. This FBI Federal Criminal Record History cannot be more than one (1) year old.

Procedures for obtaining the FBI check begins with an online registration at www.pa.cogentid.com. During the online registration process a payment of forty dollars (\$40) in the form of a credit or debit payment is required.

College Early Field Experience Observation/ Reflection Guide
(INTASC Principles listed in parentheses)

Teacher Candidate's Name: _____ Date: _____

School _____

Subject: _____

<u>I. Efficient Use of Instructional Time</u>	<p>1. Provide evidence (what you saw and what you heard) for each relevant component described below.</p> <p>2. Use INTASC & PA State Academic Standards to help guide your evaluation.</p> <p>3. On a separate paper, elaborate on the initial observations recorded below.</p>
<p>a. Appropriate goals and objectives were set (2,7) The goals and objectives corresponded with the state standards.</p>	
<p>b. Lesson was well paced (2)</p>	
<p>c. Entire class monitored and more than one activity/group was attended to at a time (2,5)</p>	
<u>II. Instruction</u>	
<p>d. Attention gained (1,2,4) <ul style="list-style-type: none"> •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. •Strategies related directly to the learning in the lesson. •Visuals, ambiguity, curiosity, noise, or other ways were effectively used </p>	
<p>e. Previous knowledge recalled (2,4).</p>	
<p>f. Purpose/Objective of the lesson made clear (1,4) It was clear what students were to be learning and why they were learning it.</p>	
<p>g. Teacher Input Provided 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)</p>	
<p>h. Teacher guided practice was adequate and appropriate (2,4) The teacher and students worked through examples together as needed before expecting students to do similar problems on their own.</p>	
<p>i. Repetition of key concepts occurred throughout the lesson (2,4)</p>	

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

(Adopted from Purdue University's guide to their teaching observation form & from the King's College Interactive Lesson Planner found online: <http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm>)

King's College Early Field Experience Observation/ Reflection Guide Grading Rubric
(INTASC Principles listed in parentheses)

Teacher Candidate's Name: _____ Date: _____

School _____

Subject: _____

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

<p><u>I. Efficient Use of Instructional Time</u></p>	<p>1. Provide evidence (what you saw and what you heard) for each relevant component described below. 2. Use INTASC & PA State Academic Standards to help guide your evaluation of each component described below. 3. On a separate paper, elaborate on the initial observations recorded below.</p>
<p>a. Appropriate goals and objectives were set (2,7) The goals and objectives corresponded with the state standards.</p>	<p>INTASC Principles #2 & #7: The teacher candidate can identify and evaluate goals and objectives.</p> <p align="center"><i>1 2 3 4 or NA</i></p>
<p>b. Lesson was well paced (2)</p>	<p><i>Comments:</i> _____</p>
<p>c. Entire class monitored and more than one activity/group was attended to at a time (2,5)</p>	<p>_____</p>
<p><u>II. Instruction</u></p>	
<p>d. Attention gained (1,2,4) •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. •Strategies related directly to the learning in the lesson. •Visuals, ambiguity, curiosity, noise, or other ways were effectively used</p>	<p>INTASC Principles #2 & #5: The teacher candidate can identify and evaluate lesson pacing and group monitoring.</p> <p align="center"><i>1 2 3 4 or NA</i></p> <p><i>Comments:</i> _____</p> <p>_____</p>
<p>e. Previous knowledge recalled (2,4).</p>	<p>INTASC Principles 1, 2, 4: The teacher candidate can identify and evaluate the use of previous knowledge and the gaining of attention.</p>
<p>f. Purpose/Objective of the lesson made clear (1,4) It was clear what students were to be learning and why they were learning it.</p>	<p align="center"><i>1 2 3 4 or NA</i></p> <p><i>Comments:</i> _____</p> <p>_____</p>
<p>g. Teacher Input Provided 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)</p>	<p>INTASC Principles 2, 4, 6: The teacher candidate can identify and evaluate teacher input.</p> <p align="center"><i>1 2 3 4 or NA</i></p> <p><i>Comments:</i> _____</p> <p>_____</p>
<p>h. Teacher guided practice was adequate and appropriate (2,4) The teacher and students worked through examples together as needed before expecting students to do similar problems on their own.</p>	<p>INTASC Principles 2, 4: The teacher candidate can identify and evaluate the use of guided practice and repetition.</p> <p align="center"><i>1 2 3 4 or NA</i></p>
<p>i. Repetition of key concepts occurred throughout the lesson (2,4)</p>	<p><i>Comments:</i> _____</p> <p>_____</p>

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