

Lancaster Bible College

# Teacher Certification Handbook

2023 - 2024

*Teacher Certification Handbook*  
**Lancaster Bible College**

The Bible gives high honor and strong admonition to the work of a teacher. The New Testament lists teaching as one of the spiritual gifts that plays a vital role in the growth of individuals and the Church. (Romans 12:7; Ephesians 4:11-14). Just as the profession is held in esteem, the Bible is quick to warn that not many should be teachers as they will be judged more strictly (James 3:1).

As professors in the area of teacher certification, we contemplate this praise and warning as we design, implement, and evaluate our programs. Similarly, we prepare and disciple in-service and pre-service teachers in light of the teachings from God’s word as we all seek to glorify God in what we do, say and think.

The programs leading to teacher certification at LBC encompass four academic departments at both the undergraduate and graduate levels.



**Education**

- Early Level (PreK-4)**  
Instructional I
- Middle Level (4-8)**  
Instructional I
- Special Education (PreK-12) MEd**  
Instructional I
- English as Second Lang. (K-12) MEd**  
Program Specialist
- HPE (K-12)**  
Instructional I



**Worship & Performing Arts**

- Music (K-12)**  
Instructional I



**Counseling & Social Work**

- School Counseling**  
Edu. Specialist  
(K-12)

This Teacher Certification Handbook seeks to outline the policies and procedures governing the programs at the *undergraduate* level that lead to a *Pennsylvania Instructional I* certification. Information regarding other certifications can be found on that department’s portion of the LBC website.

This handbook is provided as a guide. It is the student’s responsibility to consult regularly with his/her advisor and to check his/her LBC email account to be aware of changes and curriculum details which are not incorporated in this handbook.

The most up-to-date version of this handbook can be found under the student’s academic program on the LBC website.

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## *Teacher Certification Programs & Curriculum*

### **Early Childhood Education Program (PreK-4)**

Program Mission: The Early Childhood Education major trains students from a philosophical base which reflects a biblical worldview, to serve as teachers in public and private schools.

Curriculum: see [www.lbc.edu/academics](http://www.lbc.edu/academics)

Degree: BS in Education

Certifications: PA Instructional I (PreK-4)

Association of Christian School International (ACSI) K-8

Program Coordinator: Dr. Stacey Martin, EdD [smartin@lbc.edu](mailto:smartin@lbc.edu)

### **Middle Level Education Program (4-8)**

Program Mission: The Middle Level Education major trains students from a philosophical base which reflects a biblical worldview, to serve as teachers in public and private schools.

Curriculum: see [www.lbc.edu/academics](http://www.lbc.edu/academics)

Degrees: BS in Education, BA in Biblical Studies

Certifications: PA Instructional I (4-8, content area)

Association of Christian School International (ACSI) K-8

Program Coordinator Dr. Stacey Martin, EdD [smartin@lbc.edu](mailto:smartin@lbc.edu)

### **Early Childhood/Special Education (PreK-8) BS/MEd**

Program Mission: The Early Childhood Education major trains students from a philosophical base which reflects a biblical worldview, to serve as teachers in public and private schools. The Master of Education: Special Education seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers in Special Education in public and private schools.

Curriculum: see [www.lbc.edu/academics](http://www.lbc.edu/academics)

Degrees: BS in Education, MEd in Education

Certifications: PA Instructional I (PreK-4, Special Education PreK-12)

Association of Christian School International (ACSI) K-8

Program Coordinator: Dr. Robin Bronkema, PhD [rbronkema@lbc.edu](mailto:rbronkema@lbc.edu)

### **Early Childhood/English as Second Language (PreK-12) BS/MEd**

Program Mission: The Early Childhood Education major trains students from a philosophical base which reflects a biblical worldview, to serve as teachers in public and private schools. The Master of Education: English as Second Language seeks to train students from a philosophical basis which reflects a biblical worldview to serve as teachers of ESL in public and private schools.

Curriculum: see [www.lbc.edu/academics](http://www.lbc.edu/academics)

Degrees: BS in Education, MEd in Education

Certifications: PA Instructional I (PreK-4, English as Second Language PreK-12)

Association of Christian School International (ACSI) K-8

Program Coordinator: Dr. Robin Bronkema, PhD [rbronkema@lbc.edu](mailto:rbronkema@lbc.edu)

### **Health & Physical Education Program**

Program Mission: The Health and Physical Education program prepares students as highly-skilled teachers with a biblical worldview who identify and meet the present and future needs of their students.

Curriculum: see [www.lbc.edu/academics](http://www.lbc.edu/academics)

Degree: BS in Education

Certifications: PA Instructional I (K-12; HPE)

Association of Christian School International (ACSI) K-12

Program Coordinator: Dr. Stacey Martin, EdD [smartin@lbc.edu](mailto:smartin@lbc.edu)

### **Music Education Program**

Program Mission: The Music Education program trains students to be comprehensive musicians skilled in the art and practice of innovative music making and teaching through a biblical worldview, prepared for the teaching profession in both public and private K-12 educational settings.

Curriculum: see [www.lbc.edu/academics](http://www.lbc.edu/academics)

Degree: BMus in Music Education, BA in Biblical Studies

Certifications: PA Instructional I (K-12; Music)

Association of Christian School International (ACSI) K-12 Music

Program Coordinator: Mrs. Rachel Sidebothom, MEd [rsidebothom@lbc.edu](mailto:rsidebothom@lbc.edu)

**Certification Officer:** Dr. Bob Dodson, EdD [bdodson@lbc.edu](mailto:bdodson@lbc.edu)

All certificates are processed through the Certification Officer. The Music Education program is offered in conjunction with the Education Department and The MWPA Department, whereas the School Counseling programs are solely offered through the Counseling and Social Work Department.

*Teacher Certification Admission, Retention, Completion & Certification Policies  
Undergraduate Education  
2023 - 2024*

**Preliminary Admission to Teacher Certification Programs**

Acceptance into the bachelor's degree program at Lancaster Bible College leading to teacher certification is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the teacher certification programs must fulfill all the college admissions requirements. Individuals transferring with some credits who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies of the College and consult with the Certification Officer to establish a course of study that will result in recommendation for certification. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the Certification Officer in conjunction with the Program Coordinator.

**Formal Admission to Teacher Certification Studies**

1. A minimum of 48 credits earned, usually between the semesters of the sophomore year
2. Teacher Certification Studies Application with Reference Check
3. Myers-Briggs Personality Inventory
4. Child Abuse, Criminal Record, and Fingerprinting Clearances. See appendix.
5. Successful completion of the PA Basic Skills Requirement. There are several ways and tests to meet this requirement. Waived for all students entering programs prior to July 2025. See the appendix for information.
6. Minimum Cumulative GPA = 3.0
7. Completion of the following courses with required *minimum* grade
  - LAN 101: C-
  - Literature Core with Writing Intensive: C+
  - 3 credits of Math: C+
  - 3 credits of Math: C+
  - EDU 101: C+ and EDU 204: C+
8. Approval by the faculty of Teacher Certification courses

Result of Formal Admission: Eligibility to continue in the education courses in their program

Failure to meet the criteria listed above will mean a delay in proceeding in the student's program. Provisional Status is granted to students for one semester as they complete formal admissions requirements. Provisional status allows the student to complete an internship, but no other educational related courses (EDU, ELE, ELM, HPE, MUE).

The time of Formal Admission for transfer students will be decided on a case-by-case basis.

**Retention in Teacher Certification Studies**

1. Minimum Cumulative GPA = 3.0
2. C+ or greater in all Education courses (EDU, ELE, ELM, HPE, MUE), SOC 326 Educational Psychology and professional content courses
3. Satisfactory ratings from the cooperating teachers in a minimum of three semesters of Internship (EDU 301, 302, 401, 402) and Practicum (EDU 450)
4. Program requirements

- a. Early Childhood Education – minimum of 90% on *Phonics Exam for Teachers* (Durkin)
- b. Health & Physical Education – demonstrated competency in locomotor, non-locomotor, and manipulative skills
- c. Music Education – see program coordinator

Result of Retention in Teacher Certification Studies: Eligibility to continue taking education courses

The criteria for retention are reviewed at the conclusion of each semester. Should a student not be in compliance with any of these criteria he/she will be notified of that status, and further enrollment in education courses may be prohibited until that criteria has been met. Students will be advised about plans to rectify the deficiencies in order to proceed in seeking certification and graduate in a timely manner. Students not meeting the stipulated criteria for retention in a teacher education program may request a review by the appropriate Program Coordinator and Certification Officer.

Current LBC undergraduate students, already admitted into Teacher Certification Studies, who wish to apply to enter BS/MEd will go through the admissions process the semester following their completion of 45 credits. Applications for these students must be completed and submitted by April 19 (Fall start) and November 11 (Spring start).

**Eligibility to Student Teach**

- 1. Successful formal admission and retention in the teacher preparation program
- 2. Minimum Cumulative GPA = 3.0
- 3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
- 4. Minimum ratings on Dispositions Assessments as required in the Dispositions Policy (See Appendix)
- 5. TB test (within 6 months)
- 6. Proof of Liability Insurance – Christian Educators
- 7. Completion of all education courses and appropriate content courses with a minimum grade of C+
- 8. Completion of all courses needed for conferral of degree
- 9. In good standing with Lancaster Bible College

Result of Eligibility to Student Teach: Eligibility to register for EDU 499 and EDU 493

**Eligibility to be Recommended for Certification**

- 1. Completion of all program requirements and student teaching requirements
- 2. Conferral of degree(s)
- 3. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms, and therefore is completed at the conclusion of each placement. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE-430 is completed by the college supervisor.
- 4. Successful completion of required competency tests (PECT or Praxis II). See appendix.
- 5. Minimum Cumulative GPA = 3.0
- 6. Submitted application to TIMS for PA teacher certification. See appendix.
- 7. The recommendation of the LBC Certification Officer

Result of Eligibility for Certification: Recommendation to PA Department of Education for certification



## *Annual Background Clearance Requirements*

All teacher certification students must request a Criminal Record Check from the Pennsylvania State Police, a Child Welfare Review from the Department of Public Welfare, and an FBI Fingerprint Record Check to verify the nonexistence of a police record once a year. Copies of these requests must be on file in the Education Department office during all field experiences and updated every year. Additionally, each year students must complete Act 24.

Clearances for new students in the Fall semester must be dated June 1 of that year or later.

Clearances for new students in the spring semester must be dated September 1 of the previous year or later.

Dates for clearances of transfer students are reviewed on a case-by-case basis.

All clearances will be reviewed by the Field Placement Coordinator to verify the appropriateness of the clearance.

The cost of clearances is the responsibility of the student.

Directions and forms for these processes are available in the Education office, in the Appendix or on the following websites:

FBI Fingerprint Record Check – <https://www.identogo.com>

Criminal Record Check – <https://epatch.state.pa.us/Home.jsp>

Child Welfare Review – <https://www.compass.state.pa.us/cwis/public/home>

## *EDU 461 The Cross-Cultural Experience*

Every undergraduate student is required to participate in a cross-cultural experience during his/her course of study. The Teacher Certification student must enroll in EDU 461 The Cross-Cultural Experience and complete the academic requirements for the course. Typically, the student participates in the experience during the second and third years, even though the course is not registered until the final semester.

The experience may be completed individually, with a college team, or with any other group. Discussion about the requirements and stipulations must occur with the Professor responsible for the course *prior* to formal plans being made. Course requirements are detailed in the course syllabus.

EDU 461 must be completed prior to student teaching.

## *International Student Teaching Program*

Students may apply to the International Student Teaching Program as an option for a private Christian school placement. This experience is scheduled for the second placement in order to give the College an opportunity to observe and evaluate the student teacher in practice before the overseas placement. The first placement in this instance would be in a public school.

The student must begin the application process one year prior to the beginning of the student teaching semester. The process must follow the procedures as outlined in the International Student Teaching Packet that is found in the appendix.

The student must meet the criteria for eligibility to student teach overseas and provide the necessary references.

The student is responsible to raise *all* the necessary moneys for the international experience. These must be available in total before the beginning of the student teaching semester.

### *Scholarships & Awards*

The Education and Worship & Performing Arts Departments offer scholarships and awards to students in their respective departments. Scholarship information can also be found in the Financial Aid Office. Students should look for email and chapel announcements regarding these opportunities.

### *Teacher Center*

An LBC Teacher Center can be found on the third floor of the Charles Frey Academic Center in the Education Department suite. Students have access to construction paper, letter cutting machines, scissors, markers, file folders, and lamination as they prepare materials for lesson plans and classroom use. This LBC Teacher Center is open during the day from 8-4pm. Enter the Center through the main hallway door.

Additionally, students have access to the Teacher Center provided by the IU 13. Students are NOT required to pay as LBC has a Teacher Center Membership with the IU13. The hours and locations for the 2020-2021 school year are below.

Lancaster IU 13 – 1020 New Holland Avenue, Lancaster, PA 17601  
Day/Hours: Tuesdays 3:00pm-8:00pm

Lebanon IU 13 - One Cumberland Street, Lebanon, PA 17042  
Day/Hours: Wednesdays 3:00pm-8:00pm

## Certification Admissions and Completion

The following policies can be found at

<http://lbc.smartcatalogiq.com/en/2021-2022/Undergraduate-Catalog>

### General Policy

Lancaster Bible College does not discriminate on the basis of race, color, national origin, gender, or disability in administration of its educational policies, admissions policies, financial aid programs, and athletic and other school-administered programs.

Because Lancaster Bible College exists for the purpose of educating Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society, the College maintains a specialized set of admissions requirements. The College is committed to educating the entire person and thus has basic admissions standards in the spiritual, personal, and academic areas.

The admissions standards in each of these areas involve expressions of distinctives associated with Lancaster Bible College as a higher educational institution with a particular religious heritage. Developing spiritual maturity, possession of capabilities for baccalaureate level work, and appropriate preparation for such work are necessary for admission into the College.

Individuals wanting to take a course or courses at Lancaster Bible College on a part-time basis with no intent of pursuing a degree from or receiving certification through Lancaster Bible College may do so without completing an application for admission and receiving formal admission to the College. However, these individuals must complete a registration form for attending a course or courses and agree to adhere to all College regulations and observe all student lifestyle standards. With the completion of three courses at the College, such individuals must indicate officially in writing to the College Registrar future intentions concerning the pursuing of a degree or the receiving of certification. If the individuals choose at that time to pursue a degree or receive certification, then the necessary admissions requirements for acceptance into the program must be fulfilled. (Complete details concerning admissions standards, requirements, and procedures are found in the *College Catalog*.)

### Specific Policy

The Teacher Certification programs at Lancaster Bible College exist to prepare and equip teachers for both public schools and private religious schools. Consistent with the College's desire for excellence in both process and outcomes, these programs observe all admissions standards, requirements, and procedures of the College.

Acceptance into the bachelor's degree program at Lancaster Bible College with a specialization in teacher certification is consistent with general admissions policy at the College. Individuals requesting entrance into a certification program must fulfill all admissions requirements.

Individuals wanting to take a course or courses at Lancaster Bible College on a part-time basis with no intent of pursuing a degree from or receiving certification through Lancaster Bible College may do so by completing the application and registration form for taking a course.

# Internship Field Experience Handbook

## 2023-2024

### Goals

The field experiences planned for Lancaster Bible College students are designed to provide preprofessional learning opportunities in the public and private classroom. These experiences include observations, assistance, and teaching experiences for the student. It is intended that these experiences will provide the student with opportunities to practice the skills early in the preparation program in order to develop a measure of proficiency prior to the student teaching placements.

### Objectives

The field experiences are designed to give the preservice teacher the opportunity to gain experience and demonstrate the following skills:

1. **Identify** effective planning and preparation practices.
2. **Explain** the role of the teacher in developing and maintaining a positive learning environment.
3. **Describe** effective instructional delivery practices.
4. **Demonstrate** ethical and professional behavior in school settings.
5. **Identify** a variety of assessment tools and practices used in instruction.
6. **Evaluate** one's own professional growth through self-reflection.
7. **Differentiate** the unique characteristics, learning needs, and effective practices for diverse learners.

## Administration

Overall policy with regard to field assignments is determined by the Education Department as directed by the Coordinator of Field Placements and the Department Chair. These assignments include placements for early field experiences, Internships (EDU 301, 302, 401 & 402), Practicum (EDU 450), and Student Teaching (EDU 499).

Assignments for all field experiences are made by the Coordinator of Field Placements in the Education Department subject to the approval of the Department Chair. These assignments are made in cooperation with the administrators and classroom teachers of the local schools and school districts. Although placements are made through the administrative offices, students are assigned to specific classroom teachers, not to schools or school districts. Some may require copies of the clearances to be on file in the school of the placement. Also, a TB test may be required.

During pre-registration the student must submit to the office of the Coordinator a request form and a schedule for each semester requiring an assignment. The Coordinator will attempt to place the student within the time frame, school, and grade requested. The requests for internships must be made during the semester prior to the placement.

The College will offer limited transportation during the freshman and sophomore field experiences. The student must make the necessary arrangements for transportation to and from the school for all other field experiences including Internships, Practicum, and Student Teaching.

Prior to the first field experience, the student must have on file in the Education Department office a Criminal Record Check from the Pennsylvania State Police, a Child Welfare Review from the Department of Public Welfare, and an FBI Fingerprint Record Check to verify the nonexistence of a police record. The Intern provides these documents to the school at the first visit.

Several semesters of Internship begin in the student's fourth or fifth semester. See the chart below.

### Stage 1 & 2: Observation and Exploration

ELE101 or ELM101	4 hours (2 hours Christian school, 2 hours public school)
EDU 204	10 hours
EDU 333	4 hours (inclusive classroom, resource room, etc.)
EDU 410	3 hours (ESL setting, diverse learners)
Program Electives	15 hours

### Stage 3: Pre-student Teaching

EDU 301, 302, 401, 402 Internship	36 hours each, 3-4 semesters in Christian/public schools
EDU 450 Practicum	40 hours, 1 semester in a Christian school

### Stage 4: Student Teaching

EDU 499 Student Teaching	15 weeks; 7 ½ weeks in Christian school and 7 ½ weeks in a public school or 15 weeks in a public school
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### **Time Element in Internship**

In EDU 301, 302, 401, and 402 Internship, the expected time commitment is 3 hours in each of twelve weeks of a semester. Any time missed due to school closings/delays or any other circumstances must be completed in additional visits. Although the length of time for these opportunities varies, thirty-six hours per semester is required. The transfer Education student will participate in a minimum total of 108 hours of Internship.

Students are expected to be at their placement on the day and time arranged with the teacher. This commitment indicates a level of professionalism on the student's part. If there is an unavoidable absence such as snow delays, illness or school field trip the student **must** be in communication with the cooperating teacher. Supervisors will require make-up time in instances of excessive absences, regardless of the cause.

### **Criteria for Cooperating Teachers**

In order to ensure an effective experience for the student intern and the Cooperating Teacher, the following criteria have been set for the mentors of the student intern:

- At least one year of successful teaching experience
- Certification by a recognized certifying agency
- Above average evaluation rating and recommendation from the school administrator
- A model of professionalism
- Good organizational skills
- Positive approach to teaching and to children
- Experience in and use of a variety of teaching methods and strategies
- Good interpersonal relationship skills
- Successful classroom management
- Desire to work with a student intern
- Willingness to invest the necessary time and energy in the mentor-student relationship

### **Responsibilities of the Cooperating Teacher**

The Internship Cooperating Teacher is provided with materials to orient him/her to this field placement experience. Please review all the parts of this handbook.

<b>Introduction</b>	The Cooperating Teacher should introduce the Intern to the class and explain his/her role as a teacher-in-training over the next several weeks.
<b>Involvement</b>	<p>The Cooperating Teacher should involve the student in as much class activity as possible and appropriate. Weekly planning is the key in providing direction for the Intern. The following list of activities offers suggestions for the internship experience so that it will be the most profitable for the student and the Cooperating Teacher:</p> <ul style="list-style-type: none"><li>• Provide individualized instruction for students (remedial, enrichment, etc.)</li><li>• Present mini-lessons, including the evaluation of the students' work</li><li>• Design, implement, and assess small group instruction</li><li>• Observe group activities and interaction among students and teachers</li><li>• Correct student work papers, test papers, and other written assignments</li><li>• Experience collecting data and keeping records</li></ul>

- Create and display bulletin boards and other learning materials or activities
- Read to the children, engage in original storytelling, and utilize drama
- Use technology in the classroom
- Observe and assist with various teaching methods and strategies
- Participate in classroom management under the direction of the teacher
- Observe experienced teachers as they work with children
- Prepare learning materials or activities for students
- Observe and work with special needs or gifted students

**Co-Teaching** As appropriate the Cooperating Teacher should involve the Intern in co-teaching practices. See the description of these models at the end of this handbook.

**Facilities** The Cooperating Teacher should orient the student to the building.

**Feedback** The Cooperating Teacher is encouraged to provide specific feedback to the Intern to continue growth and understanding. Often asking questions provides a means for the Intern to reflect and an invitation for conversation.

**Evaluation** The Cooperating Teacher will provide formal feedback to the Intern at the end of the semester. The Intern’s academic advisor will review this evaluation.

**Responsibilities of Field Placement Coordinator**

The Field Placement Coordinator arranges all field placements for students. Additionally, he makes visits to schools hosting interns. Should a problem or issue arise, the Cooperating Teacher should contact Dr. Bob Dodson (717-560-8200 ext. 5368 or [bdodson@lbc.edu](mailto:bdodson@lbc.edu))

**Responsibilities of Internship Professor**

The student’s Internship professor completes the review and grading of Internship materials. If the Intern has a question or problem regarding the internship placement, he/she should contact the Internship professor or Field Placement Coordinator. The internship professor for each program is as follows:

- Early Childhood and Middle Level: Miss Meredith Powell
- HPE: Dr. Tom Randolph
- Music Education: Mrs. Rachel Sidebothom

**Responsibilities of the Intern**

**Professionalism** The Intern will be evaluated by the Cooperating Teacher on the following areas related to character and professionalism.

Exhibits self-confidence & poise	Demonstrates initiative
Demonstrates self-awareness	Demonstrates enthusiasm for teaching & learning
Is prompt and dependable	Accepts constructive criticism and feedback
Maintains a neat, professional appearance	Communicates professionally with mentor teacher
Maintains accurate records	Completes assigned tasks efficiently & effectively

**Attendance** The Intern is expected to be at the placement on the day and time arranged with the Cooperating Teacher as stipulated on the contract. If a change occurs, the

student must be in timely, professional communication with the Cooperating Teacher.

**Contract**

The Intern, in conjunction with the Cooperating Teacher, will select a day/time appropriate for the field placement. The Intern will fill out the Field Placement contract and include signatures from the Intern and Cooperating Teacher. This contract must be turned in to the Education Department after the student's first visit. The Coordinator of Field Placement and the student's academic advisor will also sign this contract.

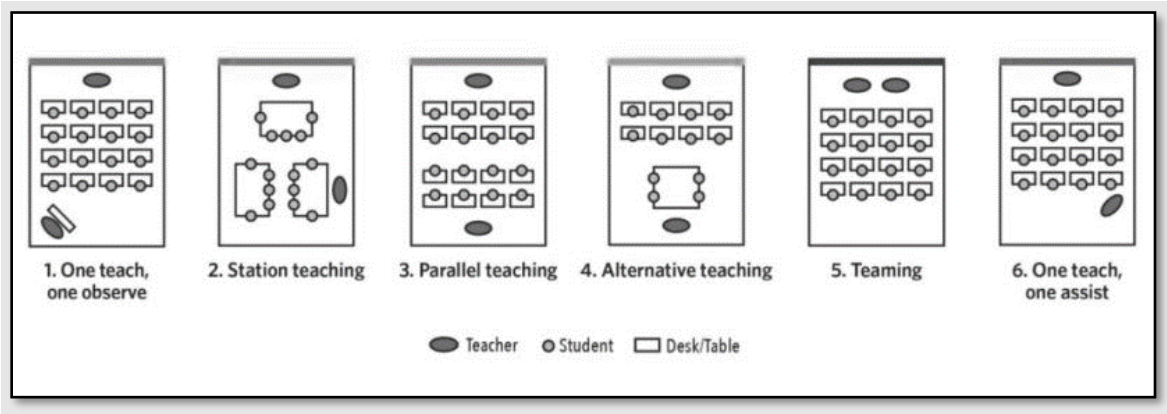
**Weekly Time Reports** The Intern submits weekly time sheets indicating types of activities completed, answers to questions, time of arrival/departure, and the signature of the cooperating teacher. If the Intern did not attend the internship placement for a particular week, he/she must submit a document indicating the reason for not attending and a plan for making up the missed hours. The time sheets are to be uploaded on Canvas by 11:59pm every Friday.

**Reflection Portfolio** The Intern completes a *Reflection Portfolio* over the course of the experience to document learning and understanding. The portfolio is divided into 21 outcomes and is completed in three parts during the semester according to the dates on Canvas. The *Reflection Portfolio* is designed to develop the reflection, evaluation, and problem-solving skills of the students during the field experience. All outcomes must be answered in order to receive credit for this element. A rubric will be used by the professor to assess the content of the portfolio.



## Co-Teaching Models

LBC desires for pre-service teachers to have robust, learning filled field experiences. Implementing co-teaching models encourages participation in the classroom instruction and management, not just the classroom administrative tasks. Several of the models require planning so that the pre-service teacher has materials and adequate time for preparation before teaching.



1. **One teach, one observe** – One teacher is teaching while the other teacher is making observations and gathering data. Providing the pre-service teacher with “look for’s” will maximize the observation.

2. **Station teaching** – Content and students are divided with the classroom teacher and pre-service teacher responsible for delivering specific content to one group, then repeating the content with the other group.

3. **Parallel teaching** -- Similar to station teaching, students are divided between teachers, but both teachers are responsible for delivering the same content. This method allows for differentiation and more student participation.

4. **Alternative teaching** – One teacher is responsible for the large class group, while the other works with a smaller group. This approach is helpful when used for remediation, pre-teaching, helping students catch-up on assignments, etc.

5. **Teaming** – Both teachers share the delivery of the material to the class.

6. **One teach, one assist** – One teacher assumes primary responsibility for instruction while the other circulates to assist students.

Adapted from <http://www.vateacher.com/portfolio/innovations-in-the-classroom-six-models-of-co-teaching/>

## Internship Evaluation

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Mentor Teacher Email: \_\_\_\_\_

Lancaster Bible College appreciates your partnership with us in the training and development of teachers. This form is designed to serve as a means to evaluate the pre-student teacher serving in your classroom this semester for the Internship field experience. Your honest appraisal will aid us in counseling our students more effectively in their preparation.

Please review each of the following areas and rate the performance of the pre-student teacher using the following scale:

Distinguished	Surpasses expectations for level of performance for a pre-student teacher
Proficient	Effectively meets expectations for level of performance for a pre-student teacher
Satisfactory	Adequately meets expectations for level of performance for a pre-student teacher
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not seen during this placement

### **Planning and Preparation**

Demonstrates knowledge of students' growth and development	D P S U NS
Demonstrates knowledge of subject matter	D P S U NS
Prepares teaching lessons/materials to reach stated objective/standard	D P S U NS

Comments (optional):

### **Classroom Environment**

Adapts/adjusts expectations based on student needs	D P S U NS
Establishes positive, professional rapport with students	D P S U NS
Models and holds students accountable for class rules and procedures	D P S U NS

Comments (optional):

### **Instructional Delivery (one-on-one, small or large group)**

Engages students in their learning	D P S U NS
Employs effective instructional practices	D P S U NS
Uses technology effectively	D P S U NS
Communicates content clearly to students	D P S U NS

Provides feedback to students on their learning	D P S U NS
Uses vocal inflection and projects voice effectively	D P S U NS
Provides clear directions to students	D P S U NS
Uses effective questioning	D P S U NS

Comments (optional):

**Biblical Worldview**

Integrates biblical truths in the classroom	D P S U NS
Demonstrates interest in spiritual things	D P S U NS

Comments (optional):

**Character**

Exhibits self-confidence and poise	D P S U NS
Demonstrates initiative	D P S U NS
Demonstrates self-awareness	D P S U NS
Demonstrates enthusiasm for teaching and learning	D P S U NS
Is prompt and dependable	D P S U NS
Accepts constructive criticism and feedback	D P S U NS

Comments (optional):

**Professionalism**

Maintains a neat, professional appearance	D P S U NS
Communicates professionally with mentor teacher	D P S U NS
Maintains accurate records (grading, tasks completed, etc.)	D P S U NS
Completes assigned tasks efficiently and effectively	D P S U NS

Comments (optional):

What strengths does this pre-student teacher demonstrate?

What area(s) would you suggest for growth for this pre-student teacher?

Please review this evaluation with the pre-student teacher.

Mentor Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Practicum Field Experience Handbook

## 2023-2024

### Goals

The field experiences planned for Lancaster Bible College students are designed to provide pre-professional learning opportunities in the public and private classroom. These experiences include observations, assistance, and teaching experiences for the student. It is intended that these experiences will provide the student with opportunities to practice the skills early in the preparation program in order to develop a measure of proficiency prior to the student teaching placements.

### Objectives

The field experiences are designed to give the preservice teacher the opportunity to gain experience and demonstrate the following skills:

1. **Implement** instruction (small group and/or whole class) designed to meet a specific set of objectives within the placement classroom.
2. **Utilize** an original piece of media using technology tools to enhance instruction.
3. **Identify** effective and ineffective classroom practices through observation and reflection.
4. **Demonstrate** professionalism in appearance, conduct, communication, timeliness, and quality of work.

### Administration

Overall policy with regard to field assignments is determined by the Education Department as directed by the Coordinator of Field Placements and the Department Chair. These assignments include placements for early field experiences, Internships (EDU 301, 302, 401 & 402), Practicum (EDU 450), and Student Teaching (EDU 499).

Assignments for all field experiences are made by the Coordinator of Field Placements in the Education Department subject to the approval of the Department Chair. These assignments are made in cooperation with the administrators and classroom teachers of the local schools and school districts. Although placements are made through the administrative offices, students are assigned to specific classroom teachers, not to schools or school districts. Some may require copies of the clearances to be on file in the school of the placement. Also, a TB test may be required.

During pre-registration the student must submit to the office of the Coordinator a request form and a schedule for each semester requiring an assignment. The Coordinator will attempt to place the student within the time frame, school, and grade requested.

The College will offer limited transportation during the freshman and sophomore field experiences. The student must make the necessary arrangements for transportation to and from the school for all other field experiences including Internships, Practicum, and Student Teaching.

Prior to the first field experience, the student must have on file in the Education Department office a Criminal Record Check from the Pennsylvania State Police, a Child Welfare Review from the Department of Public Welfare, and an FBI Fingerprint Record Check to verify the nonexistence of a police record. Directions and forms for these processes are available in the Education office. The student provides these documents to the school at the first visit.

The Practicum Field Experience occurs after several semesters of field experience and in the semester before student teaching. See the chart below.

**Stage 1 & 2: Observation and Exploration**

ELE101 or ELM101	4 hours (2 hours Christian school, 2 hours public school)
EDU 204	10 hours
EDU 333	4 hours (inclusive classroom, resource room, etc.)
EDU 410	3 hours (ESL setting, diverse learners)
Program Electives	15 hours

**Stage 3: Pre-student Teaching**

EDU 301, 302, 401, 402 Internship	36 hours each, 3-4 semesters in Christian/public schools
EDU 450 Practicum	40 hours, 1 semester in an urban school

**Stage 4: Student Teaching**

EDU 499 Student Teaching	15 weeks; 7 ½ weeks in Christian school and 7 ½ weeks in a public school
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## Time Element in Practicum Field Experience

Students are expected to be at their placement on the day and time arranged with the Cooperating Teacher as stipulated on the Practicum Field Placement contract. This commitment indicates a level of professionalism on the student's part. If there is an unavoidable absence such as snow delays, illness or school field trip the student **must** be in communication with the Cooperating Teacher and College Supervisor **prior** to the Pre-Student Teacher's start time.

The expected commitment is 3 hours for 12 weeks of the semester. Additionally, students are expected to complete a full day at their Practicum placement. The total semester hours for this placement is 40 hours. Students must complete 40 hours in the Practicum field placement. No hours of the 40-hour requirement can include paid hours of substitute teaching.

# Cooperating Teachers

## Cooperating Teacher Criteria

In order to ensure an effective experience for the Pre-Student Teacher and the Cooperating Teacher, the following criteria have been set for the mentors of the Pre-Student Teacher:

- At least one year of successful teaching experience
- Certification by a recognized certifying agency
- Above average evaluation rating and recommendation from the school administrator
- A model of professionalism
- Good organizational skills
- Positive approach to teaching and to children
- Experience in and use of a variety of teaching methods and strategies
- Good interpersonal relationship skills
- Successful classroom management
- Desire to work with a student intern
- Willingness to invest the necessary time and energy in the mentor-student relationship

## Responsibilities of the Cooperating Teacher

The Practicum Cooperating Teacher is provided with materials to orient him/her to this field placement experience. Please review all the parts of this handbook.

<b>Introduction</b>	The Cooperating Teacher should introduce the Pre-Student Teacher to the class and explain his/her role as a teacher-in-training over the next several weeks.
<b>Involvement</b>	The Cooperating Teacher should involve the student in as much class activity as possible and appropriate. This field placement is the last one before student teaching. The more experience the student can have in this field placement the better prepared he/she will be moving into student teaching.
<b>Facilities</b>	The Cooperating Teacher should orient the student to the building.
<b>Time</b>	The Cooperating Teacher should be responsive to the student's questions as he/she needs to prepare and teach lessons. This communication can happen face-to-face during the student's visit or over email.
<b>Lesson Plans</b>	The student will be required to teach a minimum of three times during this field experience. At least three lessons will be observed by the College Supervisor. The Cooperating Teacher should provide material for the student to use to plan the lesson in a timely manner. The Cooperating Teacher and College Supervisor will both approve the lesson plan at least 2 days prior to the student teaching the lesson. This approval usually happens over email.
<b>Technology</b>	The Cooperating Teacher should orient the Pre-Student Teacher to the technology available in the classroom and school. Students are required to integrate technology into two of their lessons. One integration must be a student created media presentation.

- Presence** In this field placement, the Cooperating Teacher is encouraged to stay in the classroom to provide support and feedback to the Pre-Student Teacher. This presence is the co-teaching model of one teach, one observe.
- Feedback** The Cooperating Teacher is encouraged to provide specific feedback to the Pre-Student Teacher to continue growth and understanding. Often asking questions provides a means for the Pre-Student Teacher to reflect and an invitation for conversation.
- Evaluation** The Cooperating Teacher will have two opportunities to provide formal feedback to the Pre-Student Teacher at the midway point of the semester and at the end. The College Supervisor will review these evaluations.
- College Supervisor** The College Supervisor will make at least three scheduled visits to observe and conference with the Pre-Student Teacher. His/her observation notes will be distributed to the Cooperating Teacher and Pre-Student Teacher. If a problem or questions arise, the Cooperating Teacher should be in contact with the College Supervisor.



## College Supervisor

<b>Coach</b>	Practicum provides the Pre-Student Teacher the opportunity to develop his/her skills before student teaching. The College Supervisor comes alongside the student coaching him/her by reviewing lesson plans, observing lessons, and conferencing after instruction. As a coach, the Supervisor will celebrate areas of strength and identify areas for further development so that the Pre-Student Teacher's knowledge, skills, and dispositions are ready for student teaching. The College Supervisor's comments are not just ideas, but steps for the Pre-Student Teacher to intentionally think about and implement.
<b>Observer</b>	The College Supervisor will make at least three scheduled visits for observation of the Pre-Student Teacher. Observations will be reviewed in a timely manner with the Pre-Student Teacher and notes emailed to the Cooperating Teacher and Pre-Student Teacher in a timely manner.
<b>Mediator</b>	The College Supervisor acts as a go-between: the Pre-Student Teacher to the Cooperating Teacher/Administration, the Pre-Student Teacher to LBC. Should questions or problems arise, all parties involved should be notified as soon as possible and a meeting scheduled with all parties to resolve the conflict. Good communication between all parties is paramount in helping the placement to be successful.
<b>Evaluator</b>	The College Supervisor will evaluate written lesson plans, observed lessons, and media production. The College Supervisor will submit all graded rubrics to the Education Department. The College Supervisor will complete the LBC evaluation at the conclusion of the semester.

## Responsibilities of the Pre-Student Teacher

**Professionalism** The Pre-Student Teacher will be evaluated by the Cooperating Teacher and College Supervisor on the following areas related to character and professionalism.

Exhibits self-confidence & poise	Demonstrates initiative
Demonstrates self-awareness	Demonstrates enthusiasm for teaching & learning
Is prompt and dependable	Accepts constructive criticism and feedback
Maintains a neat, professional appearance	Communicates professionally with mentor teacher
Maintains accurate records	Completes assigned tasks on time
Demonstrates leadership potential	Demonstrates reflection on teaching & learning

**Attendance** The Pre-Student Teacher is expected to be at the placement on the day and time arranged with the cooperating teacher as stipulated on the Practicum Field Placement contract. If a change occurs, the student must be in timely, professional communication with the Cooperating Teacher and College Supervisor. The Pre-Student Teacher is required to attend a full day of participation in the classroom. As much as possible, an observation from the College Supervisor should be scheduled for the full day.

Additionally, the Pre-Student teacher is expected to attend all seven Practicum meetings as stipulated on the syllabus. Please refer to the syllabus for additional information regarding attendance in Practicum Class.

**Planning** The Pre-Student Teacher is expected to speak to the teacher each week *prior* to the visit to confirm the responsibilities agreed upon for that week. This can be done over the phone, email, text messaging, or in person.

**Evaluation** The Pre-Student Teacher will complete a mid-way self-evaluation

# Practicum Notebook

The Pre-Student Teacher will keep a record of the practicum experience and demonstration of competencies in a physical template which will be provided. The template will include the following sections:

- Introduction
- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professionalism

## Section #1: Introduction

- Checklist** The Pre-Student Teacher and the College Supervisor will each maintain a hard copy of the checklist. The Pre-Student Teacher will use the checklist as a reference when uploading documents to the electronic notebook. The College Supervisor will periodically review the notebook, noting items completed and providing feedback as applicable.
- Assignment Sheet** The Pre-Student Teacher will file the practicum assignment sheet here for reference.
- Syllabus** The Pre-Student Teacher will file the EDU 450 syllabus here for reference.
- Handbook** The Pre-Student Teacher will file the Practicum Field Experience Handbook here for reference.
- Contract** The Pre-Student Teacher, in conjunction with the Cooperating Teacher, will select a day/time appropriate for this field placement. The Pre-Student Teacher will fill out the Field Placement contract and include signatures from Pre-Student Teacher and Cooperating Teacher. This contract must be turned in to the Professor by the second practicum class.
- Planbook** The Pre-Student Teacher will utilize a physical copy planbook provided to the student during the duration of the placement. This planbook will serve two purposes. #1 The Pre-Student Teacher will record teaching (scripted and block plans). #2 The Pre-Student Teacher will log all activities he/she is doing throughout the day. Each box of the planbook is filled in. The planbook must be signed and dated by the Pre-Student Teacher as well as the Cooperating Teacher at the conclusion of each visit. Planbooks will be checked and hours recorded by the Professor during each Practicum class. If the Pre-Student Teacher did not attend the practicum placement for a particular week, the student will note this in the planbook.

## Section #2: Planning and Preparation

**Class Roster** The Pre-Student Teacher will collect the class roster(s) for all students that he/she teaches.

**Lesson Plan Rubric** The Pre-Student Teacher will file the Lesson Plan rubric here for reference.

**Lessons** The Pre-Student Teacher will design and implement at least three lessons that are reviewed and observed. At **least two days** prior to each observation, the Pre-Student Teacher will submit the proposed lesson plan to the Cooperating Teacher and College Supervisor for feedback and approval. All lesson plans, along with any prepared materials, must be filed in the Practicum notebook.

The first lesson may be small group with lesson two and three being whole class presentations. All lessons must include differentiated instruction for all students (students with these needs: language, physical, academic-below/above). See the revised LBC lesson plan model for 2018 to see how the differentiation is included on the lesson plan. There are differences in every classroom, so something must be included for differentiation. The Pre-Student Teacher will need to get to know the students by observation, interaction, and questions of the teacher to know the needs in the classroom. This needs assessment is also part of a reflection journal question.

## Section #3: Classroom Environment

**Classroom Management System** The Pre-Student Teacher must learn and be ready to implement the classroom management system in conjunction with the cooperating teacher. He/she will compile the classroom rules and indicate the classroom management procedures.

**Seating Chart** The Pre-Student Teacher must learn the names of all the students. A current seating chart(s) should be kept for the class(es) in the notebook. Adjustments to the seating chart(s) should be made when the students change seats.

## Section #4: Instructional Delivery

**Lesson Conference Reflections** The Pre-Student Teacher will summarize the post-lesson conference with the College Supervisor and identify actions steps for further growth.

**Media** The Pre-Student Teacher will integrate technology as part of two lesson presentations. One presentation may be the use of media created by others, like a video. The other presentation must be created by the Pre-Student Teacher. Examples include a PowerPoint/Prezi presentation, webquest, activity with Kahoot. Refer to the rubric for further information. The Pre-Student teacher must file evidence of the two medias used. Examples of what to file include a print-out of PowerPoint slides, a link to a video, screen shots of Kahoot questions, lyrics to a song, etc.

**Media Rubric** The Pre-Student Teacher will file the Media rubric here for reference.

### **Section #5: Professionalism**

**Philosophy Paper** The Pre-Student Teacher will submit a personal philosophy of education paper. The contents include a personal philosophy on the following areas: purpose/goal of education, nature of the learner, nature of the learning process, nature of the teaching process, curriculum, discipline, and professionalism. Through the paper the Pre-Student teacher will demonstrate a biblical worldview. The paper consists of a minimum of 8 pages, following MLA format with at least 6 cited sources and the Bible (7 sources total). The student provides an outline to the Professor for approval and submits the paper by the date indicated on the course syllabus. The Pre-Student Teacher will file the philosophy paper rubric here for reference. This assignment is a requirement for the EDU 350 component of this experience.

**Portfolio** The Pre-Student Teacher will compile the first half of an electronic professional portfolio by collecting and describing ten artifacts with an appropriate rationale linked to the INTASC standards. Throughout the semester, the Pre-Student Teacher will write rationales for review with a final submission and presentation of the portfolio at the end of the semester. The Pre-Student Teacher will file the portfolio rubric here for reference. This assignment is a requirement for the EDU 350 component of this experience.

**Reflection Portfolio** Since reflection is a valuable process for teachers, the student will document successful completion of the PDE Stage 3 Field Experience Competencies in a Reflection Portfolio throughout the semester. The Reflection Portfolio is designed to develop the reflection, evaluation, and problem-solving skills of the student during the field experience. All outcomes must be documented thoroughly with two examples and a description in a substantive paragraph with complete sentences and correct grammar, spelling, and punctuation in order to receive credit for this element. A template, in addition to specific details, will be provided.

**Evaluation** The Pre-Student Teacher will complete a mid-way self-evaluation using the LBC evaluation form.

## Practicum Evaluation

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Mentor Teacher Email: \_\_\_\_\_

Lancaster Bible College appreciates your partnership with us in the training and development of teachers. This form is designed to serve as a means to evaluate the pre-student teacher serving in your classroom this semester for the Practicum field experience. Your honest appraisal will aid us in counseling our students more effectively in their preparation.

Please review each of the following areas and rate the performance of the pre-student teacher using the following scale:

Distinguished	Surpasses expectations for level of performance for a pre-student teacher
Proficient	Effectively meets expectations for level of performance for a pre-student teacher
Satisfactory	Adequately meets expectations for level of performance for a pre-student teacher
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not seen during this placement

### Planning and Preparation

Demonstrates knowledge of students' growth and development	D P S U NS
Demonstrates knowledge of subject matter	D P S U NS
Prepares teaching lessons/materials to reach stated objective/standard	D P S U NS
Designs well-thought through lessons	D P S U NS
Utilizes resources and information to design instruction	D P S U NS

Comments (optional):

### Classroom Environment

Adapts/adjusts expectations based on student needs	D P S U NS
Establishes positive, professional rapport with students	D P S U NS
Models and holds students accountable for class rules and procedures	D P S U NS
Approaches classroom management proactively	D P S U NS
Encourages a culture of learning	D P S U NS

Comments (optional):

**Instructional Delivery (one-on-one, small or large group)**

Engages students in their learning	D P S U NS
Employs effective instructional practices	D P S U NS
Uses technology effectively	D P S U NS
Communicates content clearly to students	D P S U NS
Provides feedback to students on their learning	D P S U NS
Uses vocal inflection and projects voice effectively	D P S U NS
Provides clear directions to students	D P S U NS
Uses effective questioning	D P S U NS

Comments (optional):

**Character**

Exhibits self-confidence and poise	D P S U NS
Demonstrates initiative	D P S U NS
Demonstrates self-awareness	D P S U NS
Demonstrates enthusiasm for teaching and learning	D P S U NS
Is prompt and dependable	D P S U NS
Accepts constructive criticism and feedback	D P S U NS

Comments (optional):

**Professionalism**

Maintains a neat, professional appearance	D P S U NS
Communicates professionally with mentor teacher	D P S U NS
Maintains accurate records (grading, tasks completed, etc.)	D P S U NS
Completes assigned tasks on time (lesson plans turned in two days prior to teaching)	D P S U NS
Demonstrates classroom leadership potential	D P S U NS
Demonstrates reflection on teaching and learning	D P S U NS

Comments (optional):

What strengths does this pre-student teacher demonstrate?

What area(s) would you suggest for growth for this pre-student teacher?

Please review this evaluation with the pre-student teacher.

Mentor Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Student Teaching Handbook

## 2023-2024

### Goals

The purpose of student teaching is to provide the teacher candidate the opportunity to demonstrate professional teacher competencies under the guidance of a capable Mentor Teacher and College Supervisor. The semester long student teaching experience offers two options: one 15-week placement in a public school or two 7.5-week placements (one in a Christian school and one in a public school).

### Objectives

The student teaching experience is designed to give the Student Teacher the opportunity to demonstrate the following competencies. The evaluation will be determined by how well each of these are demonstrated:

- Utilize learning theory in the instruction of students in the classroom and to plan and prepare instruction in accord with the lesson's behavioral objectives.
- Utilize a variety of instructional materials, teaching techniques, and resources.
- Plan and present subject matter with a depth of understanding and a wide scope of information and implications.
- Effectively use time to facilitate student learning, including the establishment of transitions and appropriate sequence of instruction.
- Pose questions which require students to analyze, synthesize, and think critically.
- Use technology as an instructional tool, a resource for research, and a means to assist in classroom management.
- Establish rapport with students and thereby motivate and enlist student participation and cooperation.
- Communicate effectively with verbal and nonverbal skills, including handwriting, written language, spoken language, and listening skills.
- Modify instruction to meet the needs of all students.
- Creatively hypothesize and solve problems within the classroom.
- Utilize a variety of teaching strategies and methods to meet the needs of all students.
- Adapt subject matter to various cultural and ethnic groups.
- Select and develop assessment techniques and instruments for determining pupil achievement of learning objectives.
- Utilize appropriate classroom management and discipline techniques.
- Analyze and evaluate his/her planning, implementing, personal teaching, strengths, and weaknesses.
- Work effectively as a member of an instructional team.
- Display a knowledge of current innovations, trends, and issues in education and the major teaching professional organizations and benefits provided by each.
- Integrate biblical values into the arena of the classroom in a Christian school.



### **Eligibility to Student Teach**

The student must meet all the criteria as stipulated in order to be eligible to student teach. All education courses and the content courses for the certification's content specialization must be completed prior to student teaching.

1. Successful formal admission and retention in the teacher preparation program
2. Minimum Cumulative GPA = 3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance – Christian Educators
6. Completion of all education courses and appropriate content courses with a minimum grade of C+
7. Completion of all courses needed for conferral of degree
8. Minimum ratings on Dispositions Assessments as required in the Dispositions Policy (see Appendix)
9. In good standing with Lancaster Bible College

Result of Eligibility to Student Teach: Eligibility to register for EDU 499 and EDU 493

### **Eligibility to be Recommended for Certification**

1. Completion of all program requirements and student teaching requirements
2. Conferral of degree(s)
3. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms, and therefore is completed at the conclusion of each placement. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE-430 is completed by the college supervisor.
4. Successful completion of required competency tests (PECT or Praxis II). See appendix.
5. Minimum Cumulative GPA = 3.0
6. Submitted application to TIMS for PA teacher certification. See appendix.
7. The recommendation of the LBC Certification Officer

Result of Eligibility for Certification: Recommendation to PA Department of Education for certification

## Time Element in Student Teaching

Student teaching takes place during the student's final semester. The Student Teacher is assigned to one or two schools with the dates of those placements listed on the student teaching assignment sheet. Orientation will include two full days prior to the first day of student teaching and are considered to be part of the twelve credit course (EDU 499). Student Teachers are required to attend these meetings and all the scheduled weekly seminar (EDU 493) class meetings held on campus.

Each Student Teacher is expected to be on duty in the assigned classroom every day school is in session. This includes in-service days/Act 80 days, parent-teacher conferences, open houses, faculty meetings, special meetings etc. The student teacher will follow the calendar of their assigned school. A full day of attendance is the standard unless the school calendar notes otherwise. Students should schedule appointments outside of the school day or on the weekend.

Unexcused absences are *not* permitted during the semester. Unexcused absences include trips, vacations, skip days, personal days, etc. These events are not emergencies; they are avoidable. Professional commitment is evidenced by attendance.

A limited number of excused absences are permitted for the semester. Excused absences include illness, job interview, career fair or funeral for immediate family member. Additional make-up time will be required if absences are excessive. All excused absences *must* be excused by the College Supervisor. Permission for absences other than emergencies must be obtained at least forty-eight hours in advance. Absences due to emergencies, such as illness, must be reported to the College Supervisor and the Cooperating Teacher by 6:30 AM of the school day.

If a school has excessive cancelled days due to weather, the Student Teacher will need to make-up those days.

Attendance will be reported on the Weekly Appraisal Form and will indicate days absent, days on time, in-service days, and weather days.

Activities beyond the student teaching responsibilities are to be limited during this semester, including employment and/or ministry opportunities. Other activities such as academic courses and extracurricular activities must be pre-approved by the Education Department chair. Professional responsibilities are to be the priority.

Schedule adjustments may be necessary if the Student Teacher completes one of the placements in an international school.

## Cooperating Teachers

### Criteria for Cooperating Teachers

The following criteria have been established for the selection of Cooperating Teachers:

- At least three years of successful teaching experience, one in the current school
- At least one year of successful teaching in the grade/subject to which the student teacher is assigned
- Certification by a recognized accrediting agency
- Above average evaluation ratings and recommendation from the school administrator
- Desire to work with a Student Teacher
- Willingness to invest the necessary time and energy into the mentor relationship with the Student Teacher
- A model of professionalism
- Good organizational skills
- Experience in and use of a variety of teaching methods and strategies
- Successful classroom management
- Positive approach to teaching and to children
- Good interpersonal relationship skills

### Overview of Student Teaching Placement (7.5 week placement)

Week	Progression of the Placement
Day 1	The Student Teacher will get acclimated to the classroom by actively observing instruction and management. He/she will take initiative in working with students, assisting in the classroom, and developing rapport with the students.
Week 1	The Student Teacher will provide individual and small group instruction working towards leadership in one or two full lessons. By the end of the week, a regular subject/class should be taken over completely along with preparation for a second and perhaps a third subject/class.
Week 2-3	During these weeks the Student Teacher should have full responsibility for a series of lessons/classes. This helps the Student Teacher learn to handle transitions and organization for several sets of material.
Week 4-5	The Student Teacher should have taught 3-4 sessions of each subject/class. A midway evaluation conference between the Student Teacher and Cooperating Teacher occurs.
Week 6	The Student Teacher should have charge of or significant role in co-teaching at least five consecutive days, or full rotation of a cycle week, during this time period.
Week 7	The Cooperating Teacher begins to assume more of the teaching responsibilities with the Student Teacher involved in 3-4 subjects/classes.
Last few days	The Student Teacher completes observations in other classrooms, continues teaching 1-2 subjects/classes, and stays actively engaged in the classroom. A final evaluation conference between the Student Teacher, Cooperating Teacher, and College Supervisor occurs.

## Overview of Student Teaching Placement (15 week placement)

Week	Progression of the Placement
Day 1	The Student Teacher will get acclimated to the classroom by actively observing instruction and management. He/she will take initiative in working with students, assisting in the classroom, and developing rapport with the students.
Week 1-3	The Student Teacher will provide individual and small group instruction working towards leadership in one or two full lessons. By the end of the second week, a regular subject/class should be taken over completely along with preparation for a second and perhaps a third subject/class.
Week 4-8	During these weeks the Student Teacher should have full responsibility for a series of lessons/classes. This helps the Student Teacher learn to handle transitions and organization for several sets of material.
Week 8	The Student Teacher should have taught at least 3-4 sessions of each subject/class. A midway evaluation conference between the Student Teacher and Cooperating Teacher occurs. College supervisor completes the first PDE 430.
Week 9-12	The Student Teacher should have charge of or a significant role in co-teaching at least ten consecutive days during this time period.
Week 13-14	The Cooperating Teacher begins to assume more of the teaching responsibilities with the Student Teacher involved in 3-4 subjects/classes.
Week 15	The Student Teacher completes observations in other classrooms, continues teaching 1-2 subjects/classes, and stays actively engaged in the classroom. A final evaluation conference between the Student Teacher, Cooperating Teacher, and College Supervisor occurs. College supervisor completes the second PDE 430.

The schedule above provides a general structure for the student teaching placement and may be modified based on the needs of the Student Teacher and classroom. The College Supervisor will assist as needed in creating a schedule conducive for the placement and individual needs.

### Responsibilities of the Cooperating Teacher

The Cooperating Teacher is invited to an orientation meeting at LBC prior to the start of the fall/spring semester. For those not in attendance, materials will be distributed electronically, and the College Supervisor will follow-up.

**Student Teacher Electronic Notebook** The Cooperating Teacher should be familiar with the requirements of the Student Teacher and the documentation he/she is collecting in the Student Teacher Notebook. This information is located in the section titled Responsibilities of the Student Teacher. The Cooperating Teacher may be asked to provide or check some of the requirements.

**Workspace** Prior to the arrival of the Student Teacher, the Cooperating Teacher should prepare the students and their parents for the Student Teacher. A workspace should be prepared for the Student Teacher.

<b>Respect</b>	The Cooperating Teacher should introduce the Student Teacher to the students and should explain that the Student Teacher is a full co-teacher who will be involved with the instruction, management, and evaluation of the students. The Cooperating Teacher should show verbal and nonverbal respect for the Student Teacher so that the students will do likewise.
<b>Facilities</b>	The Cooperating Teacher should orient the Student Teacher to the building facilities and procedures such as fire drills and meeting schedules.
<b>Time</b>	The Cooperating Teacher should give regular, daily, focused time each day with the Student Teacher for planning, discussion, and evaluation of the Student Teacher's progress.
<b>Lesson Schedule</b>	The Cooperating Teacher will work with the Student Teacher to create a schedule indicating how the subjects/classes will be picked up across the weeks. The Student Teacher must file this schedule in the notebook.
<b>Lesson Planning</b>	The Cooperating Teacher should plan in advance for subjects and classes and be working with the Student Teacher to discuss upcoming lessons. The Student Teacher is required to submit to the Cooperating Teacher fully scripted lesson plans 48 hours in advance (either hard copy or electronically) for the first two lesson presentations of each new subject/class. The Cooperating Teacher reviews these plans, provides suggestions, and initials the plans to indicate approval. The College Supervisor may review the plans, but the final approval of the lesson comes from the Cooperating Teacher. The Student Teacher files an electronic copy of these plans in a digital notebook. Following the first two completed plans and with approval, the Student Teacher may use block or abbreviated plans in the planbook. If the Cooperating Teacher or College Supervisor finds the lesson plans are not adequately prepared or organized, full plans may be required beyond the first two.
<b>Assessment</b>	The Cooperating Teacher should familiarize the Student Teacher with the assessment procedures used in the classroom as well as those used for standard school records, including report cards. Both formal and informal assessment procedures should be part of the Student Teacher's experience.
<b>Co-Teaching</b>	The Cooperating Teacher and Student Teacher may participate in co-teaching models (One Teach/One Observe, One Teach/One Assist, Station Teaching, Supplemental Teaching, and Team Teaching). However, as the placement progresses the Student Teacher should be taking a lead role in the co-planning and co-teaching. Co-teaching is the preferred model, as it provides the student teacher with the opportunity to sharpen his/her skills alongside the cooperating teacher. There is much value in the presence of two teachers in the classroom, both for the professional development of the student teacher and for the learning process of the students in the classroom.
<b>Observation</b>	Particularly in the beginning of the placement, the Cooperating Teacher should observe the Student Teacher regularly, providing <i>specific</i> feedback and suggestions

for further growth. Written comments on lesson plans or other written notes are valuable for the Student Teacher to reference.

- Feedback** Constructive criticism should be given in a positive way to help the Student Teacher understand areas of growth needed. Often asking questions about the lesson plans helps the Student Teacher identify for himself/herself the strengths and weaknesses of the teaching strategies. The Cooperating Teacher should always begin the conferences with something positive about the lessons taught or the attitude displayed.
- Presence** The Cooperating Teacher should allow the Student Teacher to feel the responsibility of leading a classroom on his/her own. Therefore, it is beneficial for the Cooperating Teacher to defer leadership of the classroom to the Student Teacher during certain activities or time periods. It is not necessary for the Cooperating Teacher to leave the classroom. These actions permit the Student Teacher to learn independence and sole authority in the classroom.
- Classroom Control** The Cooperating Teacher should refrain from interrupting the Student Teacher once instruction has begun. The Student Teacher may use different techniques or may even struggle, but much can be learned from this process. If it is necessary for the Cooperating Teacher to interrupt a class to maintain learning, control or safety, it should be done in such a way that saves the dignity of the Student Teacher. After such an event, the Cooperating Teacher should review other options and strategies the Student Teacher might use if the occasion repeats itself.
- Cooperating Teacher Absence** If the Cooperating Teacher should need to be absent from school, the Student Teacher should be notified as soon as possible. According to Act 91, the Student Teacher may be asked to be the substitute teacher. If so, the requirements of the [LBC Act 91 policy](#) must be followed.
- Parent Conferences** If possible, the Student Teacher should be permitted to participate in one or more parent conferences. If this is not possible, the Cooperating Teacher should review with the Student Teacher how these conferences are handled.
- Weekly Appraisal Forms** The Student Teacher is required to fill out a Weekly Appraisal Form that is submitted to his/her College Supervisor. The appraisal helps the student to reflect on the week and to plan the week to come. The Student Teacher should fill out the form, sign it, and discuss it with the Cooperating Teacher at the end of each week.
- Evaluation** The Cooperating Teacher will complete two evaluations on the Student Teacher. At the midway point, the Cooperating Teacher and Student Teacher will both complete the evaluation and meet to discuss its contents. At the end of the placement, the Cooperating Teacher and College Supervisor will complete the evaluation and meet with the Student Teacher for discussion. All final evaluations will be kept in the Student Teacher's file at LBC. The evaluation form is found in the appendix.
- College Supervisor** The College Supervisor will make bi-weekly, scheduled visits to observe and conference with the Student Teacher. These visits will occur in person every other

week. His/her observation notes will be distributed to the Cooperating Teacher and Student Teacher. If a problem or question arises, the Cooperating Teacher should be in contact with the College Supervisor as soon as possible either by email, phone or in person. Good communication between all parties is paramount in helping the placement to be successful.

**Staff Relationships** Throughout the student teaching experience, the Student Teacher and the Cooperating Teacher should be examples to the students of the professional relationships among school faculty. Often the students learn a great deal about interpersonal relationships by observing the conduct of the adults in the classroom.

**Biblical Integration** Within the Christian school, conferences should be a time to consider the integration of biblical principles taught within the content as they relate to the subject matter being taught. The conceptual statements and framework of the Christian worldview should be observable in the lessons presented as well as in how they create classroom community through discussion and learning enterprises and how they interact with students both informally and formally.

## College Supervisor

<b>Observer</b>	<p>The College Supervisor observes all aspects of the Student Teacher's performance during the Student Teaching semester. The main area of observation occurs in the classroom watching the Student Teacher; however, observation happens during all interaction and communication.</p> <p>Regarding classroom lesson observation, the College Supervisor will make weekly, scheduled visits to observe the Student Teacher. As much as possible, he/she should visit a variety of subjects/classes over the placement. Observation notes are reviewed after the visit and electronically sent to the Student Teacher and Cooperating Teacher in a timely manner.</p>
<b>Teacher</b>	<p>The College Supervisor uses every opportunity to continue the learning process of the Student Teacher. Interactions and conferences become teaching sessions as the Student Teacher is connecting theory to practice. Feedback to the Student Teacher should draw out ideas and action plans from him/her. The use of questioning and suspending judgment allows for critical thinking and more meaningful learning.</p>
<b>Advocate</b>	<p>The College Supervisor advocates and cheerleads for the Student Teacher's success in the placement. While the College Supervisor will support the Student Teacher, he/she will not do things for the Student Teacher but will place the responsibility of action on the Student Teacher.</p>
<b>Mediator</b>	<p>The College Supervisor acts as a go-between: the Student Teacher to the Cooperating Teacher/Administration, the Student Teacher to LBC. Should questions or problems arise, all parties involved should be notified as soon as possible and a meeting scheduled with all parties to resolve the conflict. Good communication between all parties is paramount in helping the placement to be successful.</p>
<b>Evaluator</b>	<p>The College Supervisor keeps track of the Student Teacher's progress through the placement and requirements. He/she provides ratings on certain items in the notebook (see checklist). Additionally, the College Supervisor completes a final LBC evaluation and PDE 430 evaluation.</p>

Other procedures for the logistics of student teaching will be provided to the College Supervisor during Orientation.



# Responsibilities of the Student Teacher

## Professionalism

The student teaching semester provides the opportunity for the Student Teacher to make the transition from student to teacher. Successful performance in student teaching not only requires academic knowledge and technique, but also professional attitudes and dispositions that are marks of a teacher.

## Relationships

The Student Teacher interacts with a variety of people during the student teaching semester: students, Cooperating Teacher, College Supervisor, other teachers, principal, parents. These relationships should be marked by friendliness, respect and good communication. The Student Teacher should avoid all gossip, unprofessional criticism, and comparison of students and/or teachers. The Student Teacher should support the Cooperating Teacher and the school. This requires the Student Teacher to display a humble, teachable spirit remembering that he/she is the guest in the school.

A parent should not be contacted without the full knowledge and consent of the Cooperating Teacher. If a parent asks the Student Teacher a question about which he/she is unsure, the parent should be referred to the Cooperating Teacher.

The Student Teacher makes intentional efforts to develop rapport with the students. He/she takes initiative to engage with students during all parts of the day asking questions and showing a genuine interest in the students.

## Appearance

The Student Teacher should demonstrate modest, appropriate dress at all times. In many cases, the Student Teacher should err on the side of a more professional appearance in order to earn respect and set himself/herself apart. The Student Teacher is encouraged to participate in dress down days or spirit week providing that the dress is still modest and appropriate.

The Student Teacher should evidence appropriate, professional speech and behavior. This involves written and oral communication and actions becoming an educator.

**Attitudes & Actions** From the outset the Student Teacher should demonstrate initiative by actively engaging with the Cooperating Teacher and students. The Student Teacher should be prepared to ask the Cooperating Teacher informed questions about the reasons for a particular teaching strategy or management action. The Student Teacher should be involved in the classroom and school without the prompting of the Cooperating Teacher.

The Student Teacher should accept constructive criticism graciously. The Student Teacher should glean as much as possible from the knowledge and practical applications of the Cooperating Teacher and College Supervisor. Action plans and “things-to-work-on” must be implemented.

The Student Teacher must demonstrate flexibility in order to adapt to changes and unexpected events. Organization aids tremendously in flexibility; therefore, the

Student Teacher must demonstrate preparation and timeliness. When problems do arise, the Student Teacher solves them in a timely manner and with a positive attitude. He/she does not shy away from speaking truthfully and honestly in a loving manner.

The Student Teacher reflects on his/her practice constantly. In this the Student Teacher should remember to learn much from challenges. This experience provides much opportunity for the Student Teacher to learn.

The Student Teacher demonstrates commitment and dependability as evidenced by attendance, timeliness, punctuality, and professionalism. The Student Teacher demonstrates leadership and enthusiasm in the classroom and with the students. He/she is not a playmate to the students, but a role model and authority figure for the students. Enthusiasm is seen through the Student Teacher's positive attitude and relationships with others.

### **Responsibilities**

The Student Teacher participates in all non-instructional duties and school functions during the placement to further learning and show commitment to the teaching profession. He/she maintains accurate and timely record keeping like attendance and grades (as applicable). The Student Teacher completes responsibilities and assignments in a timely manner, maintaining communication if changes need to be made. At all times, both inside and outside of school, the Student Teacher adheres to the [PA Code of Professional Practice and Conduct for Educators](#). He/she must hold liability insurance through CEAI. His/her spiritual testimony is evidenced by integration of a biblical worldview into the professional and personal practice.

## Student Teacher Notebook

The Student Teacher will keep a record of the student teaching experience and demonstration of competencies in an electronic notebook, which will include the following sections:

- Introduction
- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professionalism

Each section includes requirements that will be checked by the Cooperating Teacher (as applicable) and the College Supervisor. Additionally, some items will be evaluated by the College Supervisor by giving one of four ratings.

- D – DISTINGUISHED – Surpasses expectations for level of performance for a Student Teacher
- P – PROFICIENT – Effectively meets expectations for level of performance for a Student Teacher
- S – SATISFACTORY – Adequately meets expectations for level of performance for a Student Teacher
- U – UNSATISFACTORY – Does not meet expectations

Criteria for evaluation will include, but not limited to: depth of content/understanding, accuracy, completeness, timeliness, appearance, spelling/grammar/mechanics, etc. All items must be completed and receive at least a satisfactory marking. If a Student Teacher receives an unsatisfactory on a notebook item, he/she will be required to demonstrate improvement or be in jeopardy of not passing student teaching.

## **Section #1: Introduction**

- Checklist** The Student Teacher and the College Supervisor will each maintain a hard copy of the checklist. The Student Teacher will use the checklist as a guide when uploading documents to the electronic notebook. The College Supervisor will periodically review the notebook, noting items completed and providing feedback as applicable. (Ongoing)
- Daily Schedule** The Student Teacher will obtain a copy of the daily schedule and file this in the notebook. He/she will make eight copies of the schedule (one for each week of the placement). Each week the Student Teacher will highlight the days/time of teaching and provide the schedule to the College Supervisor to schedule observation times. (Ongoing)
- Schedule to Reach Full Week** In conjunction with the Cooperating Teacher, the Student Teacher will create a schedule outlining how subjects/classes will be picked up throughout the placement. (Week #1)
- Planbook/Log** The Student Teacher will utilize a hard copy planbook during the duration of the placement. This planbook will serve two purposes. #1 The Student Teacher will log all activities he/she is doing throughout the day. #2 The Student Teacher will record teaching (scripted and block plans). Every box of the planbook is filled in. As much as possible the planbook should be filled in with teaching plans for the week at the start of the week. (Ongoing)
- ST Handbook** The Student Teacher will file the Student Teaching Handbook here for reference.

## **Section #2: Planning and Preparation**

**Class Roster** The Student Teacher will collect the class rosters for all students that he/she teaches. Indicate student gender and date of birth. (Week #1)

**Differentiated Instruction** The Student Teacher will identify student characteristics and develop a list of strategies to meet the needs of all students. (Week #3)

**Anecdotal Records** The Student Teacher will keep daily anecdotal records on two students. Only first names should be used and those behaviors and situations which have been observed should be included. Remember that only observations and *not* interpretations are recorded. These records must be kept up-to-date and checked weekly by the College Supervisor. (Ongoing)

**Lesson Plans** The Student Teacher must prepare detailed, computer generated lesson plans for *all* the teaching responsibilities. The change from complete lesson plans to block or abbreviated plans usually occurs after the first two presentations of each subject. All lesson plans are reviewed and approved by the Cooperating Teacher 48 hours prior to presentation. The Cooperating Teacher may make suggestions, additions, or deletions as deemed necessary. All lesson plans, along with any prepared materials, must be filed in the Student Teacher's notebook. (Ongoing)

**Scope and Sequence** In each placement the Student Teacher must prepare a scope and sequence for approximately three weeks of instruction to demonstrate long-range planning skills. A different subject should be chosen at each placement. Before the unit is completely developed, the scope and sequence chart should be approved by the Cooperating Teacher and the College Supervisor. As much as possible, creative integration should occur across the curriculum. Electronic media is expected to be included within the unit's instruction. (Week #3)

**Students' Work** The Student Teacher should look over those student papers which the Cooperating Teacher has assigned. This activity should be used to orient the Student Teacher to the student's abilities and to formulate realistic expectations, as well as to determine common errors found at this grade level. Nothing needs to be filed in the notebook. (Ongoing)

### **Section #3: Classroom Environment**

**School Discipline Code** The Student Teacher must know all the discipline codes of the school and the procedures for their implementation. This information will probably be found in a copy of the *Faculty or Student Handbook*. A copy of this policy should be in the Student Teacher's notebook. The Student Teacher will read and be responsible for carrying out these procedures when at the school. (Week #1)

**Emergencies** The Student Teacher must learn and be ready to implement the procedures for dismissal, evacuation(s), medical needs and all other emergencies. The Student Teacher will file the procedures here or indicate where they are located in the classroom. (Week #1)

**School Map** A map of the school plant should be in the notebook. (Week #1)

**Noninstructional Duties** The Student Teacher will compile the student rules/procedures for the following noninstructional activities (even if not supervised): lunch, bus/dismissal, recess, hallway. (Week #1)

**Seating Chart** The Student Teacher must learn the names of all the students. A current seating chart(s) should be kept for the class(es) in the notebook. Adjustments to the seating chart(s) should be made when the students change seats. (Week #1; ongoing)

**Classroom Management System** The Student Teacher must learn and be ready to implement the classroom management system. Compile the classroom rules and indicate the classroom management procedures. Should the Student Teacher wish to implement a new rule or procedure for the whole class or an individual student, he/she must receive approval from the Cooperating Teacher. (Week #1)

## **Section #4: Instructional Delivery**

**Lesson Conference Reflections** The Student Teacher will summarize the post-lesson conference with the College Supervisor and identify actions steps for further growth. (Ongoing)

**Observation Notes on Video Recorded Lesson** The Student Teacher will type observation notes on his/her video recorded lesson. The observation notes will include a narrative of the lesson (bulleted phrases or paragraph in complete sentences) and a summary of strengths and weaknesses. Additionally, the Student Teacher will identify two action steps for further growth. (5 days after video recorded lesson)

**Visual Display** The student teacher must create a visual display in the classroom. It may be part of the unit's instruction or other subject areas. This requirement may be fulfilled through the construction of a bulletin board, electronic visual document, anchor chart, or other visual display. The option must be approved by the College Supervisor. (Week #4)

**Technology Integration** The Student Teacher will list the technology available to him/her in the classroom and school. Also the Student Teacher will indicate if he/she can access the school's wifi and use a personal computer. As much as possible the Student Teacher should integrate technology into instruction and management. (Week #1)

**Formative/Ongoing Assessments** The Student Teacher will identify three different assessments used in lessons for formative feedback on student learning. The Student Teacher will describe the formative assessment and a brief description of the data. (Week #6)

**Formative Assessment Annotation** The Student Teacher will create a formative/diagnostic assessment as part of the scope & sequence unit design. The Student Teacher will complete an assessment annotation. (2 days after the start of the unit)

**Instructional Innovations** The Student Teacher will utilize a variety of instructional approaches throughout the placement including, but not limited to: student-centered learning activity or game (folder game, Kahoot, etc), media presentation (PowerPoint, Webquest, Prezi, etc), design of a student project, etc). The Student Teacher will document these innovations by providing a link to the document, a photo, etc.

**Summative Assessment Annotation** The Student Teacher will administer a summative assessment as part of the scope & sequence unit design. The Student Teacher will complete an assessment annotation. (5 days after the completion of the unit)

**Reading Assessment** The ECE and ML English Student Teacher should select within the first two weeks a student in the class for the administration of a reading assessment (e.g. DRA, IRI, DIBELS) to determine reading strengths, weaknesses, and strategies for instruction. The Student Teacher will file a hard copy of the assessment results as well as a typed document which includes the student first name, date of assessment, summary of student strengths, summary of student weaknesses, and description of reading strategies for intervention. (Week #4)

## **Section #5: Professionalism**

- Letter** The Student Teacher should prepare a letter of introduction (approved by Cooperating Teacher & College Supervisor) to be sent home (hard copy, electronic, website) to the parents of the students in the class/grades/school during the first week. (Week #1)
- Weekly Appraisal Forms** The Student Teacher fills out a Weekly Appraisal Form (signed by Cooperating Teacher) and submits it to his/her College Supervisor. The appraisal helps the student to reflect, plan, and report on attendance. (Ongoing)
- Dress Code** The Student Teacher will obtain and file a copy of the school's dress code for teachers and students. (Week #1)
- Lesson Reflections** The Student Teacher will complete written reflections after the teaching of a scripted plan at the bottom/back of each scripted plan. This reflection can include a bulleted list that provide *specific* details about instructional delivery, time management, student learning, etc. (Ongoing)
- Observations** To include: the Cooperating Teacher (Week #1), the placement classroom (Day #1), and the Special Services in the school (Week #3). ECE observations include the grade above, the grade below, and the grade of the Student Teacher's alternate placement (Week #8). Middle Level and K-12 observations include three other subject area classes for the students in their classes. (Week #8)
- Report Cards** The Student Teacher must understand the grading policy and practice for the classroom by gathering information using the prepared table (Week #3). At the end of the placement the Student Teacher answers questions regarding grading in a typed 1-2 page, MLA paper. (Week #8)
- Bibliography** The Student Teacher must record a bibliography of all the materials used during each placement. The three lists will include (1) *all* textbooks and teacher's books, (2) supplemental materials used as resources and references, and (3) children's literature used in classroom instruction. (Ongoing)
- School Board Report** In the public school placement, the Student Teacher must attend the school board meeting connected with the field placement (until at least 9pm). The Student Teacher files a copy of the agenda as well as a typed, MLA paper that summarizes the meeting and provides implications of the meeting for the teacher's classroom and school. (One Week after School Board Meeting)
- Mid-way Evaluations** Both Student Teacher & Cooperating Teacher complete and discuss the mid-way evaluation. The Student Teacher will file these evaluations in the notebook. (Week #4)
- Final Evaluations** The College Supervisor and Cooperating Teacher will complete final evaluations. The Student Teacher will meet with them to review the evaluations. These documents are considered part of the Student Teacher's credentials. (Week #8)



## Student Teaching Evaluation

Student Teacher: \_\_\_\_\_ ST Initials: \_\_\_\_\_  
 Certification Area: \_\_\_\_\_ Dates: \_\_\_\_\_  
 Subjects Taught: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Mentor Teacher: \_\_\_\_\_  
 Name of School: \_\_\_\_\_

Lancaster Bible College appreciates your partnership with us in the training and development of teachers. This form is designed to serve as a means to evaluate the Student Teacher serving in your classroom this semester for the student teaching experience.

Please review each of the following areas and rate the performance of the Student Teacher using the following scale:

Distinguished	Surpasses expectations for level of performance for a Student Teacher
Proficient	Effectively meets expectations for level of performance for a Student Teacher
Satisfactory	Adequately meets expectations for level of performance for a Student Teacher
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not seen during this placement

### Planning and Preparation

<b>A. Knowledge of Content</b>	
Demonstrates depth and command of factual and skill-based knowledge	D P S U NS
Selects appropriate content, scope, and sequence	D P S U NS
<b>B. Knowledge of Students</b>	
Understands the needs of the learners	D P S U NS
Uses knowledge of students to plan instruction	D P S U NS
<b>C. Instructional Design</b>	
Develops detailed lesson plans	D P S U NS
Develops detailed weekly plans	D P S U NS
Develops long-range plans	D P S U NS
Identifies appropriate outcomes in accordance with standards	D P S U NS
Aligns assessments to outcome and instruction	D P S U NS
Purposefully selects teaching methods to achieve outcomes	D P S U NS
Integrates biblical principles into teaching plans	D P S U NS
<b>D. Preparedness</b>	
Prepares materials with appropriate timeliness	D P S U NS
Prepares instructional plans with appropriate timeliness	D P S U NS

## Classroom Environment

<b>A. Relationship with Others</b>	
Establishes positive rapport with students	D P S U NS
Stimulates positive student interaction with one another	D P S U NS
<b>B. Classroom Management Techniques</b>	
Implements the classroom routines and procedures	D P S U NS
Approaches classroom management proactively	D P S U NS
Monitors student behavior	D P S U NS
Responds appropriately to student behavior	D P S U NS
<b>C. Physical Space</b>	
Maintains a clean, orderly, safe learning environment	D P S U NS
<b>D. Culture for Learning</b>	
Articulates expectations for learning and achievement	D P S U NS

## Instructional Delivery

<b>A. Communication</b>	
Provides clear directions and procedures	D P S U NS
Explains content at the appropriate pace	D P S U NS
Uses correct oral and written language	D P S U NS
<b>B. Teaching Strategies</b>	
Matches instructional strategy to teaching situation	D P S U NS
Explains and demonstrates with appropriate depth and accuracy	D P S U NS
Modifies or adapts instruction based on student feedback	D P S U NS
Utilizes technology and media to enhance learning	D P S U NS
Manages transitions between activities	D P S U NS
Manages instructional time well	D P S U NS
Integrates biblical truth into instruction	D P S U NS
<b>C. Student Engagement</b>	
Prompts student motivation to learn	D P S U NS
Implements creative teaching techniques, media, and resources	D P S U NS
Uses questions for critical thinking	D P S U NS
<b>D. Assessment</b>	
Provides opportunities for ongoing assessment	D P S U NS
Uses assessment data to make instructional decisions	D P S U NS
Provides appropriate feedback to students' responses and work	D P S U NS

Constructs and administers appropriate formal assessment measures	D P S U NS
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## Professionalism

<b>A. Relationships</b>	
Works well with cooperating teacher and other professionals	D P S U NS
Respects individuals with differing backgrounds, beliefs, and actions	D P S U NS
<b>B. Appearance, Attitudes, and Actions</b>	
Demonstrates appropriate dress, speech, and behavior	D P S U NS
Takes initiative	D P S U NS
Displays appropriate attitude toward constructive criticism	D P S U NS
Demonstrates flexibility with changes and unexpected events	D P S U NS
Solves problems in a timely manner with positive attitude	D P S U NS
Uses self-assessment/reflection to improve practice	D P S U NS
Shows commitment and dependability	D P S U NS
Shows enthusiasm for teaching, education, and students	D P S U NS
Exhibits self-confidence and poise as a teacher	D P S U NS
<b>C. Responsibilities</b>	
Participates in school functions	D P S U NS
Manages routine clerical tasks and record keeping	D P S U NS
Meets responsibilities/assignments/tasks in a timely manner	D P S U NS
Adheres to Professional Code of Ethics	D P S U NS
Integrates a biblical worldview into educational practice	D P S U NS

## Comments

Signature of Evaluator:

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Name Position Date

## Appendices

Application to Teacher Certification Studies  
Reference for Teacher Certification Studies Application  
Background Clearances  
Basic Skills Requirement and Testing Options  
Certification Tests  
TIMS Application Directions  
International Student Teaching and Reference form  
Lesson Plan Template  
Lesson Plan Model  
Dispositions Policy

Lancaster Bible College

**Application to Teacher Certification Studies**

*This application should be submitted before the completion of 48 credits including six credits of education courses and the Basic Skills Requirement. Students **will not be permitted** to enroll in additional education courses until the application process is completed.*

**Name** \_\_\_\_\_ **Stop #** \_\_\_\_\_

**Email Address**

**Local or Cell Phone Number**

**Transfer Student:** Yes No If yes, number of transfer credits:

**Check the Area of Your Interest:**

- Early Childhood Education
- Middle Level Focus \_\_\_\_\_
- Middle Level Concentration \_\_\_\_\_
- Health and Physical Education
- Bible Education
- Music Education

**Circle Your Current Status:**

15 credits or less      15-45 credits      46-66 credits      67 & above credits

**Current GPA:** \_\_\_\_\_

**Myers Briggs Scores:**

E \_\_\_\_\_ I \_\_\_\_\_  
 S \_\_\_\_\_ N \_\_\_\_\_  
 T \_\_\_\_\_ F \_\_\_\_\_  
 J \_\_\_\_\_ P \_\_\_\_\_

**Basic Skills Requirement**

Which method or methods are you using to **pass** the Basic Skills requirement?

\_\_\_ PAPA      \_\_\_ Praxis Core      \_\_\_ SAT      \_\_\_ ACT

The Basic Skills requirement must be completed before admittance into Teacher Certification Studies

**Formal Essay:**

Use MLA format to submit a typewritten, 800-1200 word essay indicating why you wish to continue your studies within the Education Department. Be sure to address personal strengths as they relate to your desire to seek employment in the teaching profession. Attach this to your application.

**Faculty Reference:** *reference given to* \_\_\_\_\_

Request a non-Education faculty member to complete a reference form and submit it to the Ed Department.

# Lancaster Bible College

## Education Department Admission Reference Form

To:   \_\_\_ Full Time Professor  
      \_\_\_ Staff  
      \_\_\_ Student Services/Small Group Leader

From: Education Department

I, \_\_\_\_\_, relinquish the privilege of reviewing this reference form. I accept that all comments will remain confidential and I will not request to view this form after completion.

Based on your knowledge of the student, please circle one of these general ratings:

Do not recommend    Recommend with reservation    Recommend    Highly recommend

*Please assess the student's personal qualities. If you do not have personal knowledge regarding a particular trait, please circle DNK (do not know). Rating scale: 1=low, 4=high.*

High personal standard of conduct	1	2	3	4	DNK
Spiritual maturity	1	2	3	4	DNK
Social maturity	1	2	3	4	DNK
Grooming and appearance	1	2	3	4	DNK
Flexibility	1	2	3	4	DNK
Positive attitude toward LBC policies	1	2	3	4	DNK
Cooperativeness	1	2	3	4	DNK
Acceptance of constructive criticism	1	2	3	4	DNK
Ability to self-evaluate	1	2	3	4	DNK
Confidence in stressful situations	1	2	3	4	DNK
Sensitivity to the feelings of others	1	2	3	4	DNK
Sense of humor	1	2	3	4	DNK
Dependability	1	2	3	4	DNK
Promptness	1	2	3	4	DNK
Initiative	1	2	3	4	DNK
General health	1	2	3	4	DNK
Independence and self-confidence	1	2	3	4	DNK

\_\_\_\_\_  
Print Name and Signature

\_\_\_\_\_  
Date



Education Department  
901 Eden Road, Lancaster, PA 17601  
(717) 560-8275

**Procedures for Clearances**

**Record your usernames and passwords here as you apply.**

	<b>Username</b>	<b>Password</b>
<b>Criminal Record</b>		
<b>Child Welfare</b>		

**1. Criminal Record Check – Act 34 – For online application**

Access the form at the following website:

<https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/Criminal-Background-Check.aspx>

Click **Submit a New Record Check** (requires credit/debit card) This is the grey button, NOT volunteer option

- Read the page that appears and click **Accept**
- Click **Individual Request**
- Fill out the information that appears and click next – NOTE for reason for request select **Employment** from the drop box
- Next verify the information and click Proceed
- Fill out the remainder of information under Record Check and click **Enter This Request** (screen will go blank) click **Finish**
- Give credit card information for payment. Click Next.
- Verify credit card information
- Click on Control Number
- Click on **Certification Form** to get to certificate
- Save document as a PDF and submit to the Education department through [the Formstack link](#).

\*Following the page prompts should get you through the process.

**2. Child Welfare Review (Child Abuse Clearance) – Act 151 – For online application**

**Before filling out this form you MUST have the following information:**

1. All previous addresses since 1975
2. All household members names, age, relationship, and gender since 1975

Access the form at the following website: <https://www.compass.state.pa.us/cwis/public/home>

- Under Child Welfare Portal click **Create Individual Account**
- Read the page and click **NEXT**
- Under Profile Information you MUST create a New Keystone ID. I suggest using your LBC username and password - fill out the information and click Finish
- They will send a temporary password through your e-mail (this takes seconds) – sign in with the Keystone ID you created and your temporary password, and it will prompt you to create your own password

- Login again with your new password (you may need to exit out of site completely and re-enter)
- Click **Access my Clearances**
- Read the information and click **Continue** (it may ask you to login again)
- Top right click **Create Clearance Application** box – read the page (important to read)
- Part 1 will be next – NOTE: for application purpose click **School Employment Governed by Public School Code** – fill in the information for the 6 components for Part 1
- Part 2 includes an e-signature and payment. Payment may be a credit or debit card. IF you desire a receipt for the payment, print a screenshot of the transaction number, amount and date/time BEFORE you click *finalize and submit application*.
- Print the document (**a message will come to your e-mail when it is ready to print and you will need your user name and password**) After you log into your account, click on Access My Clearances then follow the prompts to download the clearance certificate.
- Submit to the Education Department through [the Formstack link](#).

### 3. FEDERAL CRIMINAL HISTORY RECORD/FINGERPRINTING (ACT 114)

Access the site below to connect to the Identogo website to pre-enroll for fingerprinting:

<https://www.identogo.com>

\*\*the cost is 23.85 and you pay when you get fingerprinting done\*\*

1. Click **Get Fingerprinted**
2. Select a Fingerprinting Service by state. Click the dropdown and scroll to and choose **Pennsylvania**, then click **Go**.
3. When the Pennsylvania page opens, scroll to the bottom and click **Digital Fingerprinting**.
4. Enter the service code **1KG6RT** where prompted (this is the code for PDE Colleges/Universities Teacher Education Program). Click **Go**.
5. If you have a current U.S.-issued driver's license or U.S. passport, click "Schedule or Manage Appointment" to begin the registration. If you DO NOT have either of these items, click "What Do I Need to Bring to Enrollment" and enter your birth and citizenship information, then click the dropdown list to see what other forms of identification will be accepted at the fingerprinting site. Once you know what is required, go back to **Schedule or Manage Appointment**.
6. Complete all required personal information on the page (social security number is NOT required) and click **Next**. Be sure to enter email/phone number information you will easily be able to provide at the fingerprinting site, as this information will be used to confirm your identity.
7. Click on the dropdown to select the form of identification you will take with you to the fingerprinting site (i.e. U.S.-issued driver's license OR U.S. passport if you have one; other document as determined in step 6 if you do not). Check the box to mark **"Yes"** or **"No"** to verify that your identification matches the name under which you are



registering. Note: If you check "No", you will be required to provide proof of your name change (i.e. marriage certificate, etc.). Click "Next".

8. When prompted, click "No" for "Authorization or Coupon Code". Enter a zip code into the search box to find the closest location to schedule your fingerprinting appointment. A list will be returned and you will see approximately how many appointments are available at each location within the next 7 days.
9. Click on the location you selected, and a dropdown will open to show you a list of all available appointments. Scroll to select the appointment you choose and click **Submit**.
10. A status screen will appear showing your pre-enrollment information and your scheduled appointment at the location you selected. Mark your calendar/reminders so you do not miss the appointment!
11. Download and save as a PDF the confirmation of your appointment, which has your **UE ID#** listed at the top. Submit this document to the Education Department through [the Formstack link](#).

## Certification Tests

Please refer to the following link for the latest on certification tests and passing scores. If the student has questions regarding which tests to take, be in touch with the appropriate program coordinator or the Certification Officer.

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

<https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx>

### Early Childhood Certification (PreK-4)

PreK-4 Test from PECT - <http://www.pa.nesinc.com/>

Module 1: Child Dev, Assessment, Professionalism (8006)

Module 2: Lang, Social Studies, Arts (8007)

Module 3: Math, Science, Health (8008)

### Middle Level Education (4-8)

Praxis II from ETS - <https://www.ets.org/praxis>

All students must take

Module 1 – Pedagogy (5153)

Module 2 – English/Language Arts & Social Studies (5154)

Module 3 – Mathematics & Science (5155)

Depending on the Concentration/Focus, choose the appropriate test

English/Language Arts (5156)

Science (5159)

Social Studies (5157)

Mathematics (5158)

### Health and PE

Praxis II from ETS - <https://www.ets.org/praxis>

Fundamental Subjects Content Knowledge (5511/0511)

Health & Physical Education Content Knowledge (5857)

### Music Education

Praxis II from ETS - <https://www.ets.org/praxis>

Fundamental Subjects Content Knowledge (5511/0511)

Music Education (5113)

### Special Education

Special Education PK-12 Test from PECT - <http://www.pa.nesinc.com/>

Module 1: (8011)

Module 2: (8012)

## TIMS Directions for PA Certification Candidates Lancaster Bible College

If you have questions, ask **before** you submit your application. After your application is submitted, it cannot be revised.

Questions: Bob Dodson at [bdodson@lbc.edu](mailto:bdodson@lbc.edu) or 717-560-8200 Ext. 5368

Begin applying for certification by visiting

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Click Teachers & Administration, then Certifications, then Assistance with TIMS, then Getting Started with TIMS. Follow the directions on the User's Guide to apply for your certification.

The screenshot shows the Pennsylvania Department of Education website. The navigation menu includes 'TEACHERS & ADMINISTRATORS' and 'DATA & STATISTICS'. A dropdown menu is open under 'TEACHERS & ADMINISTRATORS', showing options like 'CERTIFICATION PREPARATION', 'CERTIFICATIONS', 'SCHOOL FINANCES', 'ACT 48 AND PERMS', 'EDUCATOR EFFECTIVENESS', 'PIMS', and 'LEARN MORE ABOUT TEACHERS & ADMINISTRATORS'. The 'CERTIFICATIONS' option is highlighted. Below the navigation, the page title is 'ASSISTANCE WITH TIMS (CERTIFICATION APPLICATION SYSTEM)'. There are links for 'How to Contact the Bureau of School Leadership and Teacher Quality - Educators (PDF)' and 'How to Contact the Bureau of School Leadership and Teacher Quality - Approved Program Providers and Local Education Agencies (PDF)'. Under 'USER GUIDES', there is a link for 'Getting Started with TIMS (PDF)' which is highlighted with a red arrow. The page footer includes the URL 'www.education.pa.gov/Teachers - Administrators/Pages/default.aspx' and 'sylvania educator certificate'.

Once you register, you will receive a PPID number (Professional Personnel ID). It is important to keep this number so that you can check the status of your certification, add ACT 48 hours, change your last name, etc. Also the PA standard application asks for this number.

You will not receive a paper copy of your certificate. Once approved, TIMS will generate the credentials electronically for printing or download by the applicant, as paper certificates will no longer be issued.

Lancaster Bible College

**International Student Teaching Program**  
*Application Process*

The student should

- I. Consult the *International Student Teaching Eligibility* criteria. If it appears that the criteria have been met and at **least one (1) year** is remaining before the student teaching semester,
- II. Arrange a meeting with the Department Chair to confirm scholastic eligibility and discuss interest in this endeavor. If verification of eligibility is determined,
- III. Make inquiries to find a school that meets the requirements for student teaching, with a cooperating teacher who meets that set of criteria, and an administrator who could serve as the college Supervisor,
- IV. Request an *International Approval* interview through the Chair of the Education Department. This interview will be scheduled with a selected committee of LBC faculty to occur at least 7 months prior to the student teaching semester. To prepare for this interview these steps should be followed:
  - A. One month before
    1. Secure academic and character references by distributing a copy of the appropriate reference form to the following individuals:
      - Departmental faculty in your program – 2 individuals  
ECE or ML - 2 Education  
Bible Education - 1 Education, 1 Bible  
Physical Education - 1 Education, 1 Health & Physical Education
      - Professor in the Bible and Theology Department- 1
      - Professor in the Arts & Science Department - 1
      - Employer - 1
      - Student Services Personnel - 1

*Note:* A return envelope should be included with the reference form. The envelope should be addressed to the Chair of the Education Department, and a stamp affixed if it must be mailed.

- B. One week before
  1. Submit to the Chair of the Education Department a two page typed paper (MLA style) which includes the following:
    - what international placement you desire
    - why you are interested in an international placement
    - what you anticipate learning from the experience
    - what strengths you demonstrate which would contribute to a successful teaching experience in an unfamiliar international setting
  2. Prepare to discuss the contents of your paper and answer questions regarding it during the interview.

## Eligibility

- I. Requirements for eligibility for international student teaching include the following:
  - A. Academic requirements
    1. A general minimum cumulative grade point average of 3.00.
    2. A cumulative 3.20 grade point average in the professional areas.
    3. **All** student teaching eligibility requirements must be met.
  - B. Professional requirements
    1. The rating of *Distinguished or Proficient* for all Internship Evaluations
    2. All proficiency exams must be passed prior to departure.
- II. Final authorization for international student teaching requires *Distinguished or Proficient* ratings in the first student teaching placement, with two PDE 430's having a minimum score of 8 on each. For the Physical Education and Bible Education international student teachers, their first placement must include grades 1-12.

## Acceptance

- I. The applicants will be notified within two (2) weeks of the interview regarding his/her status in the program. Those approved will receive a written letter confirming the country and school with the dates of the placement.
- II. The student should request an acceptance letter from the Mission Board/school of choice. This should be completed and submitted within *two* (2) weeks of acceptance into the LBC program. This should be followed by:
  - A. The filing of a copy of the Mission Board's/school's acceptance letter with the Chair of Education Department as soon as it is received.
  - B. Upon receipt of the acceptance letter, the raising of monetary and prayer support. Letters requesting financial support must be approved by the Chair of the Education Department and be kept on file in that office.
  - C. The collecting of the full amount of needed support including (but not limited to) airfare, room and board, and other sundry costs. These must be *fully underwritten* by the beginning of the semester in which the international placement is scheduled.
  - D. *Note:* Participation in international teaching is not permitted for students whose support is not fully raised.
  - E. Gift receipts for all funds will not be issued by the College to the donor until all the criteria for eligibility for student teaching have been met. Typically this occurs at the conclusion of the Practicum semester.
- III. Upon assignment to an international school, the student must complete the following:
  - A. Begin immediate correspondence with the Cooperating Teacher to request the following information:

- a description of the living arrangements for the student teacher
  - the academic schedule and calendar and a list of any special observances which might occur during the student teaching placement
  - class roster, student birthdays, and if language differences make it necessary, boy/girl identification
  - special subjects / units / academic clubs which the student teacher may be expected to teach / supervise (e.g. music, art, computer)
  - size of bulletin boards and other display areas for which the student teacher is responsible
- B. Make arrangements for a round trip ticket reservations and purchase. Appropriate dates must be verified before purchasing the tickets.
- C. Have a complete physical and determine necessary inoculations and immunizations, and how far in advance of the trip they must be completed.
- D. Apply for a passport and any necessary visas.

Lancaster Bible College  
Education Department  
**International Student Teaching Program**  
**Reference Form**

**To:**     \_\_\_ Education Department Professor  
          \_\_\_ Professor in the Bible & Theology Dept.     \_\_\_ Student Services Personnel  
          \_\_\_ Professor in the Arts & Sciences Dept.     \_\_\_ Employer

**From:** Education Department

\_\_\_\_\_ is applying for admission to the International Student Teaching Program. We would appreciate your assessment of the student's ability to fulfill the demands of teaching in a foreign culture.

*Based on your knowledge of the student, please circle one of these general ratings:*

Highly Recommend	Recommend	Recommend with Reservation	Do not Recommend
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*Please assess the student's personal qualities. If you do not have personal knowledge regarding a particular trait, please circle DNK (do not know). Rating scale: 1=low, 4=high.*

High personal standard of conduct	1	2	3	4	DNK
Spiritual maturity	1	2	3	4	DNK
Social maturity	1	2	3	4	DNK
Grooming and appearance	1	2	3	4	DNK
Flexibility	1	2	3	4	DNK
Positive attitude toward LBC policies	1	2	3	4	DNK
Cooperativeness	1	2	3	4	DNK
Acceptance of constructive criticism	1	2	3	4	DNK
Ability to self-evaluate	1	2	3	4	DNK
Confidence in stressful situations	1	2	3	4	DNK
Sensitivity to the feelings of others	1	2	3	4	DNK
Sense of humor	1	2	3	4	DNK
Dependability	1	2	3	4	DNK
Promptness	1	2	3	4	DNK
Initiative	1	2	3	4	DNK
General health	1	2	3	4	DNK
Independence and self-confidence	1	2	3	4	DNK

Please feel free to make additional comments on the back of this sheet. Thank you for assisting us in verifying the abilities and traits of the student.

\_\_\_\_\_

Print Name and Signature
Date

<p><b>Outcomes</b></p> <p>Objectives – The student will . . .</p> <ol style="list-style-type: none"> <li>1. Use specific verbs that are observable and measurable.</li> </ol> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>• Write 1-2 questions - aligned to objectives - that drive the instruction and assessment.</li> </ul> <p>Standards (PA/Nat’s Content)</p> <ul style="list-style-type: none"> <li>• Identify the number and text of the standards.</li> </ul>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Indicate the assessment for <u>each</u> objective.</li> <li>2. Provide the assessment(s) when submitting the lesson plan.</li> </ol>
<p><b>Biblical Integration</b></p> <ul style="list-style-type: none"> <li>• the <u>scripted</u> instruction and questions that reveal the character of God as seen in the topic/concept or EQ of the lesson; implemented anywhere in the procedures</li> </ul>	
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• List the materials used at the appropriate location in the plan.</li> <li>• Include the student and teacher materials to be used.</li> <li>• Provide materials like worksheets and PP slides when submitting the lesson plan.</li> </ul>	<p><b>Procedures for Learning Activities</b> – fully scripted; includes Anticipated Student Responses (ASR)</p> <p><i>Attention Getter</i> – the motivational activity that connects the student to prior knowledge</p> <p><i>Summary Directive</i> – the announcement of the lesson content and expected outcomes; the objectives and EQ must be evident</p> <p><i>Group Instruction/Group Demonstration</i> – the instruction and model of the knowledge or skill in order to achieve the outcomes and answer the essential question (I do)</p> <p><i>Guided Practice</i> – the activities designed to provide the student with opportunities to practice using the skill or knowledge with immediate feedback, scaffolding or differentiation (We do)</p> <p><i>Independent Practice</i> – the activities designed to provide the student with opportunities to practice the skill or knowledge with delayed feedback (You do)</p> <p><i>Closure</i> - the questions or statements restating the materials or skills learned in the lesson; the EQ must be present</p>
<p><b>Differentiated Instruction</b> – List the need and strategy for students with language, physical, and/or academic (below/above grade level). (This section will be required starting with EDU 335, HPE 331)</p>	
<p><b>Resources</b> – list the curriculum books, references, websites used in the design and implementation of this lesson; something must be listed</p>	
<p> </p>	



**Outcomes**

Objectives – The student will . . .

1. TSW identify the parts of the water cycle.
2. TSW describe how the water cycle works.

Essential Questions

- How does the water cycle work?

Standards (PA/Nat’s Content)

- 3.3.5.A4. Explain the basic components of the water cycle.

**Assessment**

1. worksheet
2. worksheet

**Biblical Integration**

We could probably answer the question –“What makes it rain?” – with the word God. Isn’t it true that God is really the one who created rain, thought up the idea of rain. But God isn’t up in heaven waving a magic wand or snapping his fingers to make it rain –he has designed an elaborate, sophisticated system to make rain happen. And not only has he designed the system, but he maintains it. He causes it to work smoothly. Much like our bodies. He doesn’t give a command every time we have to walk or cough or blink. He has designed our body systems in such a way to do those things. What a great, powerful, and creative God to come up with the idea of rain and then design the perfect system to make it happen.

**Materials**

You Tube Video – link in resources

**Procedures for Learning Activities** – fully scripted; includes Anticipated Student Responses (ASR)

**AG:** Boys and girls, I am going to show you a video of a rainstorm. How many of you like rainstorms? (ASR: some hands will go up.) Why do you like them? (ASR: the thunder/lightning, the noises, playing in the water) Well, I want you to watch this short clip of a rainstorm and I want you to watch what the water is doing on the ground and I want you to think about how you might describe that water. What simile or metaphor might you use? (Show the video). Well how could you describe the water? (ASR: The water was like stones skipping quickly across a lake. The raindrops were bullets. The water was like magnetic balls following one another.) Good answers. What do you think makes it rain that hard? (ASR: the clouds get too full, God is angry.)

**SD:** Well, boys and girls today we are going to be learning about how the water cycle works. You gave me some good answers earlier about what makes rain, but today we are going to find out exactly how it happens and we are going to learn that it happens in a cycle.

**GI/GD:** Well, let’s start off with what you already know. Where does the rain fall from? (ASR: the clouds). That’s right! The rain comes from the clouds. So let’s begin our diagram or cycle with some clouds up in the air. (Draw clouds on the right hand side of the board.) Now we know that rain comes from those clouds, so let’s add some drops of rain coming down from those clouds. Who would like to add the rain? (Call on a student to draw the rain). Another name for rain is

precipitation. (Write precipitation on the board.) What are other forms of precipitation? (ASR: snow, sleet, freezing rain) Now where does that water go? Well, the water can go a few places. First the water can soak into the ground. That is how the plants get the water. But some of the water stays on the surface in the form of puddles. Some of the water may travel into ponds, lakes, or streams. This water eventually travels to larger bodies of water. So let's add that step to our picture. (Draw the ground and water soaking in. Draw a puddle. Draw the water moving from stream to ocean.) Next, think about that water in the puddle. Does it stay in the puddle forever? (ASR: no) Well, what happens to it? (ASR: it goes up into the air.) You are right. We say that the water evaporates. What causes the water to evaporate? (ASR: I don't know.) The sun causes it to evaporate. The sun heats up the water and the liquid water turns to a vapor. That is called evaporation. (Write evaporation on the board.) So let's add to our picture some arrows going up to represent the water evaporating. Now what happens to all those water vapors? Well, they get together and have a party. The water vapors don't like to be alone, so they join together and literally begin to stick together. This step is called condensation. (Write condensation on the board.) As the water vapor condenses, clouds are formed. So let's turn this group of water vapors into a cloud. (Draw a new cloud of the board.) Now when a cloud gets too full of water vapors, it bursts and it is . . . rains. Whew! You have just learned the water cycle and you have just answered the question how does the water cycle work.

**GP:** But before we tackle that question alone, let's see what you remember. What is a cloud made of? Think back to what I just said –about what happens at the end of the water cycle. (ASR: water vapor) Excellent. I need some volunteers to be water vapors. (Choose 6-7 students.) Now if you are in a cloud, you are having a party and are close together. But all of a sudden the cloud gets too heavy so what begins to happen? (ASR: It rains.) Yes, and what do we call the rain. (ASR: Precipitation) You got it. Now before you water vapors rain, let's think about what happens after it rains. I said that the water basically goes three places. Does anyone remember one of those places? (ASR: It soaks into the ground.) Yes, some of the water goes into the ground. So, you two students soak into the ground and return to your seats. What else happens to the water? (ASR: some of it goes to streams, lakes, oceans) You got it! Some of it does travel to large bodies of water. So you three students travel down a stream and end up over there in the Atlantic Ocean. Where is the third place? (ASR: puddles) You're right! Some of the water rests on top of the ground in puddles. So you two students be a puddle!. Now that water doesn't just stay in the puddle or ocean. Where does it go? (ASR: back to the sky) How does it get there? (ASR: it evaporates) What causes it to evaporate? (ASR: the sun) So I need someone to play the sun. Okay, (student name), come shine brightly in the sky. Boy, it is getting warm in here. So now what is going to happen to the water in the ocean and puddle? (ASR: it is going to evaporate). Okay another trip upward for you water vapors. (Ask the students to "evaporate" and move back to the front of the classroom.) Now more water from other places has evaporated and we are getting a good party started up there. Who wants to join the party? (Take volunteers) Boy we have lots of water vapors and they are moving closer and closer together. What are they doing? (ASR: Condensation) Excellent! The water vapors are condensing and the cloud is forming and soon it will do what? (ASR: rain, precipitation)

Worksheet	<p><b>IP:</b> Now I want to see how much you remember and know. (Hand out the worksheet.) You will see on the worksheet a diagram of the water cycle. Would someone please read the directions? (Call on a student.) So please complete the worksheet and don't forget to answer the thinking question at the bottom.</p> <p><b>C:</b> Great job today, class. Let's review one more time. How does the water cycle work? What is the word we use for rain, snow, sleet – anything that falls from the clouds? (ASR: precipitation) And where does that precipitation go? (ASR: into the ground, in puddles, flows to bodies of water) Then what happens to the water? (ASR: it evaporates, turns into water vapor). What causes it to do that? (ASR: the sun). And then what happens to all that water vapor? (ASR: it condenses into clouds). And finally what happens again? (ASR: precipitation).</p>
<p><b>Differentiated Instruction</b> – List the need and strategy for students with language, physical, and/or academic (below/above grade level). (This section will be required starting with EDU 335, HPE 331)</p> <ul style="list-style-type: none"> <li>• ELL – Provide the words precipitation, evaporation, condensation in a word bank for the students, allow them to use the pocket dictionary, as possible have the students verbally explain the steps</li> <li>• Below Level – Choose these two students to participate in the GP; provide the word bank; have the students verbally explain the process before writing.</li> <li>• Above Grade Level – Eliminate the picture, have them draw it; Research the water cycle in various climates – tundra, rainforest, desert</li> </ul>	
<p><b>Resources</b> – list the curriculum books, references, websites used in the design and implementation of this lesson; something must be listed  <a href="http://www.youtube.com/watch?v=v1ZKcZLliek&amp;feature=related">http://www.youtube.com/watch?v=v1ZKcZLliek&amp;feature=related</a>          Scott Foresman Science –4<sup>th</sup> grade Textbook</p>	

## Professional Dispositions for Teacher Certification Candidates at Lancaster Bible College

Teaching requires more than the ability to plan and implement lessons and manage a classroom. To be an effective educator, one must also display professional dispositions, which are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities. The development of dispositions in each teacher candidate is an essential part of the training and learning of future teachers.

Professional dispositions are assessed regularly as candidates meet milestones in the Teacher Certification Program. Additionally, dispositions may be assessed and reported on when students have engaged in specific instances of unprofessional behavior.

### Dispositions Agreement

Upon entry to the program, each Teacher Certification student will receive a copy of this dispositions policy and the list of [professional dispositions](#). The student will sign the [Professional Dispositions Agreement](#). This process takes place in Professional Seminar I.

### Scheduled Dispositions Assessments

Dispositions are assessed at various stages of the Teacher Certification Program, according to the following schedule:

Milestone	Dispositions Action	Average Rating Requirement
Professional Seminar I	Introduce dispositions and <a href="#">Professional Dispositions Assessment Form</a> . Student completes self-assessment and discusses with academic advisor	After collaborative review, the Average Rating needs to be 2 or higher. Average Rating below 2 requires a remediation plan
EDU 204	Student completes updated self-assessment and discusses with academic advisor	After collaborative review, the Average Rating needs to be 2.5 or higher. Average Rating below 2.5 requires a remediation plan
EDU 302 semester	Academic Advisor completes a Professional Dispositions Assessment Form, considering comments entered on the student's file by professors of courses. The Advisor discusses the form with the student	The Average Rating needs to be 2.75 or higher. Average Rating below 2.75 requires a remediation plan.
Professional Seminar II	Beginning of semester: Professor reviews all dispositions assessments in each student's file and reviews with the student Mid-Semester: Professor completes Professional Dispositions Assessment Form and reviews with student.	After collaborative review, the Average Rating needs to be 3 or higher. Average Rating below 3 requires a remediation plan

### Situational Dispositions Assessments

In addition to the scheduled assessments, any faculty member from the student's program of study may submit an additional assessment based on the student's dispositional behaviors. There are two types of situational assessments:

- [Report of Professionally Unacceptable Behavior](#): Submitted by a professor who observes or becomes aware of engagement in professionally unacceptable behavior related to dispositions at any time.

### **3 Levels of Professionally Unacceptable Behavior**

- Level 1: A first time or less serious dispositional transgression
  - Level 2: A second time or more serious dispositional transgression
  - Level 3: A third time or very serious dispositional transgression, which can result in program dismissal
- [Report of Excellence in Professional Behavior](#): Submitted by a professor who observes or becomes aware of a student who displays excellence related to dispositions at any time.

All situational assessments will be submitted to the student's Program Director who will debrief with the student, monitor any action steps, and submit the assessment to the Education Department Chair, who will enter it in the student's file.