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Field Experiences Handbook

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PROGRAM DOCUMENTS AVAILABLE THROUGH THE EDUCATION DEPARTMENT

- [Teaching Competencies Rubric](#)
- [Field Experience Stage 1 & 2 Final Evaluation and Descriptors \(completed by mentor teacher\)](#)
- [Field Experience Stage 3 Evaluation and Descriptors \(completed by mentor teacher\)](#)
- [Field Experience Timesheet \(completed by pre-service teacher\)](#)

The content of this document is accurate at the time of publication but is subject to change periodically as deemed appropriate by the University and Education Department to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless otherwise stated, are effective when made.

COMMON POLICIES FOR ALL FIELD EXPERIENCES

INTRODUCTION

Since 1892, the formal preparation of teachers has been a continuous of Moravian University's curriculum. Throughout its history, teaching has been an essential part of the University's mission. Moravian University (and the Moravian Church with which it is affiliated) honors the work of John Amos Comenius, a seventeenth-century bishop of the Moravian Church, whose work represents a turning point in the history of educational theory. The goal of a Moravian education is to lay the foundation for lifelong learning, effective participation in the improvement of the world, and a deeper enjoyment of life.

In keeping with the mission of the University, the mission of the Education Department is as follows:

Moravian offers programs to prepare and certify students for careers in teaching in elementary and secondary schools. The University believes that a teacher is best prepared through a program which integrates the principles of liberal education with concentrations of study in an academic discipline and in teaching, combined with extensive field experiences in the schools.

In addition, the goals of the Education Department at Moravian University are to prepare teachers who:

- are scholars as well as teachers,
- possess a solid grasp of content to be taught,
- are committed to the academic success of all their students,
- are concerned with the personal, as well as intellectual, development of their students,
- use pedagogical strategies that are firmly grounded in empirical research and systemic reflection of practice,
- understand the value of continuing professional development,
- teach in response to the diversity of students in their classrooms.

The Education Department at Moravian University continually adapts the teacher preparation programs, experiences, and courses so that our pre-service teachers benefit from and are exposed to the most current, proactive teaching approaches in education.

The Education Department at Moravian University reserves the right to change the contents of this handbook. Pre-service teachers will be informed of changes by the Director of Field Experiences.

POLICIES AND PROCEDURES COMMON TO ALL FIELD EXPERIENCES

1. REQUIRED CLEARANCES (For ALL Field Experience Pre-Service Teachers)

The Pennsylvania Department of Education requires that ALL pre-service teachers participating in any field experience (Stages 1 through 4) obtain the documents listed below.

Clearances must:

- Be updated annually, as they expire one year from the date of issuance.
- Be valid for the entire semester in which the field experience occurs.
- Indicate that **NO RECORD EXISTS**.

FBI Federal Criminal History Record (Act 114) – Details concerning the fingerprinting process are found at <https://uenroll.identogo.com/>. Enter **service code 1KG6RT** and then follow registration procedures to schedule an appointment. After registering online, go to one of the fingerprinting locations listed. **An unofficial copy of your results will be emailed to you from PA SAFE CHECK. Please note that the email link is a one-time only access URL.**

The Pennsylvania State Police Criminal Records Check (Act 34) - This clearance can be obtained by logging on to <https://epatch.pa.gov/home> . Select **Submit a New Record Check (not New Record Check- Volunteers Only)** and complete the required information. You may select **OTHER** under **Reason for Request**. Save the certificate displaying the Pennsylvania state seal and submit to SafeBox.

Pennsylvania Child Abuse History Clearance (Act 151) - Submit an application online by first creating a Child Welfare Account and completing the information electronically through the Child Welfare Portal: <https://www.compass.state.pa.us/cwis/public/home>. For **Purpose of Certification**, select the **SCHOOL employee governed by the Public School Code** option. See the FAQ section labeled *Clearance Application* for additional information. Save and submit this clearance to SafeBox.

Mandated Reporter Training and Certificate (ACT 31) - You will need to complete a registration form at <https://www.reportabusepa.pitt.edu> free of charge. Click the registration link to enter your credentials with a username and password. Upon completion of the training, you will receive a certificate which is valid for five years. Save and submit this certificate to SafeBox.

TB (Mantoux) test: Pennsylvania state law requires that all school students in a field placement, be tested for TB. **An acceptable test must be administered within a three-month time period of the start of any field experience.** Students will be able to have this test administered at the Moravian University Health Center for a small fee. Test results must be signed by a nurse or a physician and submitted to SafeBox.

ACT 24 – Copy and paste link provided by Education Department and request access. Then download the form for completion and submit to SafeBox.

Dress, Conduct, and Attendance Agreement – Copy and paste link provided by Education Department and request access. Then download the form for completion and submit to SafeBox.

All documents listed above must be received by the Education Department before the pre-service teacher will be permitted to participate in or placed in any Education course with a field experience.

NOTE: *It is important that the pre-service teacher keep original clearance documents both safe and accessible, as they will be required to present them at all their field placements.*

For additional information about this directive, please contact the Director of Field Experiences.

2. LIABILITY

Pre-service teachers participating in all education field experiences (Stages 1 through 4) are covered under the General Liability section of the University insurance policy. If a pre-service teacher creates a liability situation causing bodily injury or property damage to a third party, the University policy would defend the pre-service teacher. The pre-service teacher will be defended against claims that they were negligent, and the University's carrier will pay damage claims which arise from such negligence. However, if they engage in wrongful conduct which could be found to be intentional, they should not presume that they have liability protection, and under certain circumstances, the University may be precluded by law from coming to their aid.

Pre-service teachers participating in field experiences are not considered to be employees of the University or any school district. They are not paid, and their work is part of their curriculum. If there would be an injury, the pre-service teacher's personal medical or accidental policies would respond. (Pre-service teachers in field experiences may obtain additional liability coverage by becoming student members of [PSEA](#) and [NEA](#) for the entire school year.)

3. PRE-SERVICE TEACHERS WITH DISABILITIES

Moravian University actively seeks to accommodate pre-service teachers with disabilities during their coursework, their field experiences, and their student teaching. A pre-service teacher with a disability who intends to participate in any field experience must follow the University's policy for documentation of the disability (as outlined in the current [Moravian Student Handbook](#)) and must inform the Education Department Director of Field Experiences of required accommodations well in advance of the field experience in order for the department to make appropriate arrangements. The pre-service teacher should sign a release – available from the Assistant Director of Academic Services for Academic and Disabilities Support – so that information concerning his or her disability and accommodations can be shared with cooperating teachers and other appropriate personnel.

The Education Department will work actively to secure appropriate accommodations that are consistent with school district policies and state certification requirements. Because of the nature of student teaching and other field experiences, such accommodations may be very different from those available in other courses. Specifically, accommodations that comprise the essential character of the student teaching experience or other field experiences cannot be provided and are not legally required. Pre-service teachers with questions about accommodations during student teaching or other field experiences should address them to the Director of Field Experiences and to the Assistant Director of Academic Services for Academic and Disabilities Support.

4. HARASSMENT AND INAPPROPRIATE CONDUCT

Moravian University is committed to providing a campus community in which all members are treated with respect and dignity, and which is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive. Sexual harassment within the Moravian community is unlawful, as is harassment based upon race, color, religion, national origin, disability, age, or membership in any other protected group. It is also unlawful to retaliate against a member of the campus community for filing a complaint or for cooperating in an investigation of harassment.

Please review the full [Moravian University Harassment and Inappropriate Conduct Policy](#).

5. ACADEMIC HONESTY

The Moravian University policy on academic honesty will be followed. Please refer to the Moravian University Student Handbook: [Respect for Academic Honesty](#).

6. POLICY GOVERNING SCHOOL PLACEMENTS

Pre-service teachers will not be placed for field experiences in school districts where they or their relatives are employed or in schools where their children, siblings, or other relatives attend.

While seeking the best possible student teaching and field experiences for our pre-service teachers, the Education Department must always consider its responsibilities to the schools that accept our pre-service teachers as guests. Pre-service teachers should therefore be aware that all decisions regarding student teaching and other field placements reflect not only their need for professional development, but also the needs and requirements of the host schools. Pre-service teachers are required to secure their own transportation to and from field experience placements.

7. DOCUMENTATION FOR ABSENCES

Pre-service teachers are required to provide the Director of Field Experiences official written documentation of treatment for an illness or personal emergency. Documentation may be provided by a health practitioner, Moravian University's Health Center, Academic Support Office, or Counseling Center for any absences.

8. FIELD EXPERIENCE REGULATIONS FOR DRESS, CONDUCT AND ATTENDANCE

Moravian University Education Department pre-service teachers who participate in **any** field experiences, inclusive of any virtual settings, are expected to act and dress professionally to demonstrate good personal health and hygiene and to be always positive role models.

Pre-service teachers are required to sign the Dress, Conduct and Attendance regulations of Moravian University and review the same of the school districts in which they are placed. If there are any questions regarding appropriate dress, conduct or attendance, please contact the Director of Field Experiences.

Moravian University Consequences for Dress, Conduct, and Attendance Violations

If any entity hosting a Moravian University pre-service teacher contacts the Director of Field Experiences, a supervisor, or a professor with a concern, the Field Experience Notification of Non-compliance form will be used to document the concern. This form will be reviewed with the student and placed in the student's folder. Copies of this report will be given to the student, involved professor(s), Education Department Supervisor(s), and any district or agency personnel as deemed appropriate by the University.

Depending on the severity of the infraction, the student teacher's grade may be affected and/or the student may be removed immediately from the placement. Removal from a placement for dress, conduct or attendance violations may result in a failing grade for the course and prevent the pre-service teacher from enrolling in any education courses that involve field experiences. Refer to the *Policy for Early Termination of a Field Experience Placement* in the Education Department handbooks.

First Offense:

- The Director of Field Experiences, along with any member of the Education Department will meet with the student teacher to discuss the concern.
- The Director of Field Experiences will complete a Notification of Non-compliance Form to be shared with the student. The form will be signed by all related parties and placed in the student's file.

Second Offense:

- The student teacher may be removed from the placement.
- The Director of Field Experiences will amend the Notification of Non-compliance Form to reflect the placement removal. The form will be signed by all related parties and placed in the student's file. The student may not receive another placement.

Dress Regulations:

Students are expected to dress professionally for all field experiences. Students are required to wear coordinated attire that is neat, clean, and professional.

1. The following attire should be avoided at all times:
 - Garments depicting alcohol, tobacco, drugs, any other controlled substances, words, phrases, or pictures which are inappropriate, sexually explicit, and/or derogatory to any individual or group.
 - Bare midriffs, short sweaters/blouses, halter tops and/or see-through blouses or shirts.
 - Exposed undergarments such as bra straps, underwear, camisoles, or slips/lingerie.
 - T-shirts, sweatshirts, sweatpants and/or spandex-type garments.
 - Pants that are below the hips or skintight.
 - Short skirts, shorts and/or torn clothing of any type.
 - Footwear that is not appropriate for the environment. Example: sneakers, flip-flops or platform/spiked shoes with heels higher than 2 inches.
 - Caps, hats, coats, and other outerwear are not to be worn inside school buildings.
 - Any clothing that is too revealing as determined by the Director of Field Experiences /supervisors.
2. Wearing body-piercing jewelry, other than in the ears, is not allowed.
3. Tattoos should be covered.
4. Unconventional hairstyles and colors are not permitted. Beards, sideburns, mustaches, etc. must be neatly groomed.

General Conduct Requirements:

1. Students must follow the [Pennsylvania Code of Professional Practice and Conduct for Educators](#).
2. Students must abide by all Health and Safety Plans developed by school and community entities where placements are assigned.
3. Students must follow appropriate online etiquette and all procedures as outlined in the handbook.
4. Students must always demonstrate professional attitude and behavior.
5. Confidentiality of all student records as dictated by the [Family Educational Rights and Privacy Act \(FERPA\)](#) will be adhered to.
6. Inappropriate, unprofessional use of social media is prohibited. Such behavior will adversely affect the student teacher's final evaluation and may result in termination of the field experience at any stage.
7. Unexcused absence or lateness is unprofessional behavior and will adversely affect the student's final evaluation and may result in termination of the experience at any stage.
8. Students must adhere to assigned schedules as designated by the Director of Field Experience unless there is a pre-approved change. Such changes need to be made in advance.
9. The use of tobacco and alcohol is prohibited while on any school district property, including in cars and parking lots. The use of drugs and/or other controlled substances is strictly prohibited at all times.
10. Students may not smell of smoke, drugs, and/or alcohol.
11. Students must follow district/building policies regarding cell phones and when making personal calls outside of the classroom.
12. No food, gum, candy, soda, or energy drinks are permitted in classrooms during teaching hours.
13. Appropriate language must be used at all times.
14. All school personnel are to be addressed with the appropriate title and surname.
15. When utilizing Zoom or another similar synchronous technology, please use an appropriate virtual background.

Acceptance of a field experience placement indicates that the pre-service teacher understands that they are a guest of the school district or educational agency and that they agree to abide by the rules, regulations, policies, and procedures of both the host institution and Moravian University

9. POLICY FOR EARLY TERMINATION OF A FIELD EXPERIENCE PLACEMENT

Field experiences are an integral component of all teacher certification programs at Moravian University. School districts, educational agencies and Moravian University are concerned first and foremost with educating the children they serve.

Field experiences have been integrated into coursework at all levels of the program as follows:

- Stage 1 & 2 Field Experiences – 40 hours minimum per experience
- Stage 3 Pre-student Teaching – 150 hours minimum
- Stage 4 Student Teaching – 14 weeks minimum

Satisfactory performance in Stage 1 & 2 field placements as evidenced by the mentor teacher's evaluation and/or a Education Department supervisor's evaluation is a prerequisite for admission into Moravian University's teacher certification program.

Satisfactory performance in the Stage 3 Pre-student Teaching experience as evidenced by a mentor teacher's evaluation and/or a Education Department supervisor's evaluation is a prerequisite for admission into the Stage 4 Student Teaching professional semester.

Satisfactory performance in Stage 4 Student Teaching as documented on Pennsylvania Department of Education (PDE) Form 430 is required for Pennsylvania state teacher certification.

School districts and other educational agencies invite Moravian University pre-service teachers to complete required field experience placements as guests and provide placement as a courtesy to the University and its pre-service teachers. Such placements remain a privilege rather than a right. At all times, pre-service teachers are invited guests of the district or agency. As such, they are responsible for adhering to the rules, regulations, policies, and procedures for professional employees of the district or agency.

All Moravian University field experience pre-service teachers are also expected to strictly adhere to the Education Department's Field Experiences Guidelines for Dress, Conduct, and Attendance, the Pennsylvania Code of Professional Practice and Conduct for Educators, and additional policies as set forth in the Moravian University Student Handbooks.

Unacceptable Behavior and/or Performance - School Districts, Educational Agencies and/or Moravian University

Hosting school districts and educational agencies of field experience placements, as well as Moravian University reserve the right to terminate those placements unilaterally if the behavior and/or performance of the pre-service teacher is unacceptable to any of the parties involved with the placement. In such instances, notification of unacceptable behavior and/or performance will be forwarded to the Director of Field Experiences.

The Director of Field Experiences, in consultation with the Education Department Course Instructor, Placement Supervisor, Department Chair and any other personnel deemed appropriate by the University, will document the concerns reported by completing a Notification of Non-compliance Report and will share with all related parties. The pre-service teacher must respond in writing within five (5) business days of receiving the report. Copies of this report will be given to the pre-service teacher and will be placed in the student's file.

The Director of Field Experiences and the Education Department Chair, in consultation with any and all related parties will review both the form and the pre-service teacher's response. A decision will be made to either terminate the pre-service teacher's certification program status or to instruct the Director of Field Experiences to make a field placement reassignment when possible. The pre-service teacher may appeal the decision within five (5) business days of receiving the response. Note even if a reassignment is authorized, it may be logistically impossible to make such a placement until the start of the next academic semester. Any and all related parties will be apprised of the outcomes.

Removal from a field experience placement for unacceptable behavior and/or performance may result in a failing grade for the Education Department course that requires the field experience placement. A pre-service teacher removed from a field experience placement for behavior and/or performance deemed unacceptable is not permitted to enroll in any further courses that require field experiences unless the pre-service teacher has obtained explicit permission in writing from the Education Department Chair.

The Education Department (at its own discretion) may also issue a remediation plan, which the pre-service teacher must complete successfully before getting authorization to reapply to a field experience placement in a subsequent semester.

Unsatisfactory Performance in a Placement deemed by Mentor/Cooperating Teacher

If the mentor/cooperating teacher, Education Department supervisor(s), and/or school district or educational agency administrator indicates that the pre-service teacher's competency is unsatisfactory, a meeting will be scheduled with the mentor/cooperating teacher, Education Department supervisor(s), and the pre-service teacher to discuss specific concerns, remediation strategies, and possible outcomes of continued unsatisfactory performance. An attempt will be made to assist the pre-service teacher in understanding concerns as they have been previously identified in written evaluations and in developing appropriate strategies to address those concerns.

The Director of Field Experiences, in consultation with the Education Department Course Instructor, and Placement Supervisor, and any other personnel deemed appropriate by the University, document the concerns reported by completing a Notification of Non-compliance Report and shares this form with all related parties. The pre-service teacher must respond to the form in writing within five (5) business days of receiving the report. Copies of this report will be given to the pre-service teacher and is placed in their file.

If unsatisfactory progress continues, the mentor/cooperating teacher and placement supervisor will submit a written evaluation of the pre-service teacher's performance. The Director of Field Experiences and the Education Department Chair, in consultation with any and all related parties will review both the form and the pre-service teacher's response. A decision will be made to either terminate the pre-service teacher's certification program status or to instruct the Director of Field Experiences to make a field placement reassignment when possible. The pre-service teacher may appeal the decision within five (5) business days of receiving the response. Note even if a reassignment is authorized, it may be logistically impossible to make such a placement until the start of the next academic semester. Any and all related parties will be apprised of all outcomes.

10. PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE & CONDUCT FOR EDUCATORS

For more information, please reference the link below:

<https://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

11. DECLARATION OF MAJOR PROCESS

To declare your major, log onto AMOS and select the College Students page. Then click "Forms" from the left side of the menu. You will see the link for the Declaration/Change Form to complete.

A quick way to check on whether you have declared your major would be to look at the top of a recent grade report. If the space marked "Major" is empty or incorrect, you need to complete this process. Check a current copy of your transcript to be sure that your academic major is correctly described (e.g., Psychology, Sociology, Mathematics, Special Education).

12.TESTING REQUIREMENTS FOR TEACHER CERTIFICATION CANDIDATES

PLEASE NOTE: Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022, requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills required under section 1207.3 and 22 Pa. Code § 49.18(c) (relating to assessment) for 3 years from July 8, 2022, through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.

BASIC SKILLS

ALL UNDERGRADUATE Teacher Certification Candidates must demonstrate competency in the basic skills (Reading, Mathematics, and Writing). Multiple options are available to accomplish this.

One option is for students to submit 3 passing individual ACT/SAT Reading, Math, Writing composite scores as determined at the time they tested. For example, if tests taken in 2016 produced scores of at least 27 in Reading; 26 in Math; 28 in Writing OR a combined score of at least 81, the student may be exempt from all 3 basic skills.

These three tests must be passed for a student teaching application to be considered by the Teacher Education Committee (TEC). **SCORES MUST BE SUBMITTED TO THE PROGRAM COORDINATOR IN THE EDUCATION DEPARTMENT PRIOR TO REGISTERING FOR COURSES ALIGNED WITH STAGE 3 PRE-STUDENT TEACHING COURSES.**

If the student is not exempt from basic skills based on their ACT/SAT scores, they must take the PAPA or CORE tests immediately as described below.

Note: Students may combine passing test scores to exempt out of each skill. For instance, if a student has a passing ACT/SAT score in Reading, but not Writing, the Reading score will be accepted. However, the student will still need to produce a passing Writing score in another manner - i.e., through PAPA or CORE

Pass the “basic skills” Pre-service Academic Performance Assessment (PAPA) Tests administered by Pearson as described below. It is recommended that students take the PAPA modules in the freshman year. Please visit [Pennsylvania Educator Certification Tests](#) for additional information about required testing. **Register for PA701.** A composite scoring option is available, however the minimum score for tests not passed must be met.

Module	Subject	Passing Score	Minimum Score
Module 1 (Code 8001)	Reading	220	193
Module 2 (Code 8002)	Mathematics	193	174
Module 3 (Code 8003)	Writing	220	192

Pass the Core Academic Skills for Educators (CORE) modules administered by ETS as described below. Please visit [Praxis: Pennsylvania: Test Requirements](#) for test registration. A composite scoring option is available; however, the minimum scores must be met for tests not passed.

Test	Subject	Passing Score	Minimum Score
CORE Test 5712	Reading	156	148
CORE Test 5722	Writing	162	158
CORE Test 5732	Mathematics	142	132

Effective March 2016, candidates may combine individual tests (PAPA and CORE) from different vendors to meet the basic skills requirement. The policy is retroactive for all open applications. Candidates electing to use tests from different vendors cannot use a composite score. They must meet the qualifying score for each individual test.

***NOTE:** Candidates who test outside of PA should list both the Pennsylvanian Department of Education and Moravian University as score recipients. PDE must receive scores directly from the testing service before granting certification*

In addition to the basic skills tests, ALL candidates for initial certification will be required to pass the content test(s) corresponding to their specific certification area.

Students applying for an **Instructional PK–12 (Art, Music, and Foreign Language)** certificate must also pass **Fundamental Subjects: Content Knowledge** (5511) along with the appropriate Praxis II test(s). Students should take this test any time prior to student teaching.

Early Childhood Education (Pre-K – Grade 4) candidates will take all advanced tests through [PECT](#).

Students in all other certification areas will need to take **PRAXIS II tests administered through [ETS \(Educational Testing Services\)](#)**. The student may also use this website to register for the appropriate tests. It is recommended that students take the **content area test(s)** after taking most of the content and methods courses in their discipline but try to avoid taking the test during student teaching.

WHEN SHOULD I TAKE THE TESTS?

Basic skills tests for Reading, Math, Writing must be passed with scores submitted to the Education Department Program Coordinator prior to enrolling in Stage 3 pre-student teaching courses.

Content Area Tests: Take the specialty area test after having taken most of the content area courses and methods courses in the appropriate discipline.

HOW DO I REGISTER FOR THE TEST?

The testing services recommend online registration.

For **PECT (Pennsylvania Educator Certification Tests)** tests including the **PAPA** and the 3 Early Childhood PK – Grade 4 modules please visit this site

- https://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA006_TestPage.html

All other certification area candidates, including Special Education K-12 must take the ETS PRAXIS exams. Please visit <https://www.ets.org/praxis/site/test-takers/where-to-test.html>

When registering for a test, make sure to follow the directions carefully. Make sure to do the following:

1. **Under “Designated Score Recipient,” make sure to identify Moravian University as a score recipient by placing the correct number in the appropriate box - (RA2418) .** The University requires students’ scores to make recommendations to the state for certification.
2. **Ensure to designate the Pennsylvania Department of Education as a score recipient when the tests are taken out-of state.** If hoping to be certified in New Jersey or some other state, students must also have scores sent to that state’s Department of Education.

HOW SHOULD I PREPARE FOR THE TEST?

- Practice tests are available online for all tests.
- There are also test preparation books available at libraries and bookstores.
- The toughest test tends to be the content area test. Beyond doing items 1 and 2 above, review texts from courses that relate directly to the content areas that will be addressed

CONTENT AREA TESTS

Certification Area	Test Number	Test Subject Area and Other Information
Early Childhood PK-4 (Pearson)	8006	Module 1
	8007	Module 2
	8008	Module 3
Middle Level Education 4-8	5153	Pedagogy Subtest
	5154	ELA and Social Studies Subtest
	5155	Math and Science Subtest
Middle Level Education 4-8 Subject Concentration Test (Choose 1)	5156	PA Grades 4-8 Subject Concentration: English Language Arts
	5157	PA Grades 4-8 Subject Concentration: Social Studies
	5158	PA Grades 4-8 Subject Concentration: Mathematics
	5159	PA Grades 4-8 Subject Concentration: Science
Special Education PK-12	5354	Special Ed: Core Knowledge/Application (computer delivered)
Art Education PK-12*	5134	Art: Content Knowledge (computerized only)
Music PK-12*	5113	Music: Content Knowledge (computerized only)
Biology 7-12	5236	Biology: Content Knowledge (computerized only)
English 7-12	5038	English Language Arts: Content Knowledge (computerized only)
General Science 7-12	5436	General Science: Content Knowledge (computerized only)
Mathematics 7-12	5165	Mathematics: Content Knowledge (computerized only)
Social Studies 7-12	5081	Social Studies: Content Knowledge (computerized only)
French PK-12*	5174	French: World Language (computer delivered)
German PK-12*	5183	German: World Language (computer delivered)
Spanish PK-12*	5195	Spanish: World Language (computer delivered)

* These candidates must also take the **(5511) Fundamental Subjects: Content Knowledge** test.

EARLY FIELD EXPERIENCES – STAGES 1 & 2

THE STAGE 1 & 2 FIELD EXPERIENCE

The purpose of the Stage 1 & 2 Field Experience is to provide pre-service teachers with appropriate classroom experiences at the introduction of their course work. These experiences are meant to help the pre-service teacher determine if teaching is an appropriate career choice. For those pre-service teachers who decide to pursue teacher certification, the field experiences will progress from the Stage 1 & 2 Field Experiences to Stage 3: Pre-student Teaching and finally, Stage 4: Student Teaching. All field experiences are directly related to material presented in the various education courses.

The following section of the handbook has been developed to promote understanding of the Stage 1 & 2 Field Experiences. It consists of procedures and guidelines which are required for all pre-service teachers involved in this field experience. Everyone involved in the Stage 1 & 2 Field Experience Program should read the entire program description carefully.

Any concerns should be directed immediately to the Director of Field Experiences

1. ROLES AND RESPONSIBILITIES OF THE MENTOR TEACHER

Mentor teachers for all field experiences are selected because of their willingness and ability to mentor, their excellence in teaching, their knowledge of best teaching practices and their devotion to the teaching profession.

As a mentor teacher for any field experience, you provide a valuable opportunity for our pre-service teachers to observe a teaching professional and participate in a classroom setting. During the field experience, pre-service teachers are expected to participate in a classroom setting. During the field experience, pre-service teachers are expected to participate in daily classroom activities and work with individual students and small groups. Please remember that Stage 1 & 2 Field Experience pre-service teachers may not be left alone with your class at any time.

To ensure clarity of purpose and expectations, pre-service teachers are directed to share the information presented in this handbook and their course(s) syllabus(i) with you during the first week of the experience. Along with other course requirements, the integrated use of technology to support academic standards is stressed in all education courses. Moravian University asks that you accept only the best from its pre-service teachers and that you do this in an atmosphere of gentleness and support.

Specifically, the Education Department asks our valued mentor teachers to:

1. Be a role model and mentor.
2. Discuss your philosophy of teaching.
3. Share your classroom and school policies and procedures regarding discipline, signing in/out, parking, fire drills, snow days, lockdowns, etc.
4. Discuss issues regarding curriculum, assessment, classroom management, record keeping, etc.
5. Share information regarding support services and special programs.
6. Share information regarding IEPs, Section 504 plans, health plans and strategies for English language learners.
7. Demonstrate the integration of technology in the curriculum.
8. Collaborate with the college personnel in evaluating the strengths and needs of the pre-service teacher.
9. Review and initial the attendance sheet on a weekly basis.
10. Complete the evaluation and attendance sheets and return them to the Director of Field Experiences by the deadline.

Any concerns should be directed immediately to the Director of Field Experiences.

2. ROLES AND RESPONSIBILITIES OF THE STAGE 1 & 2 FIELD EXPERIENCE PRE-SERVICE TEACHER

The Stage 1 & 2 Field Experience is an opportunity for pre-service teachers to explore the world of schools, students, classroom teaching and educator responsibilities while still being given extensive support and direction. This exploration will allow you to have a better personal sense of the teaching profession. Since this could be a first or second experience as a pre-service teacher, the pre-student teacher's involvement in the classroom should be substantive, but far less than when they student teach. We encourage students to take full advantage of this opportunity.

The following suggestions are guidelines which may be adjusted to coordinate with the specific needs of the mentor teacher's classroom. Read the information carefully and then ask professors, mentor teachers, and the Director of Field Experiences any questions that may arise. The Education Department intends this to be a rewarding experience and will assist in any way to ensure this objective.

Teaching: The primary task for Stage 1 & 2 pre-service teachers should be working with students in some educational capacity. The most appropriate context for such work would be either in small groups or with individual students.

Some examples of such activities: helping students with basic skills such as in reading groups or math groups; working with students on special projects; working individually with students on assignments; tutoring students who need additional support.

In some instances, the pre-service teacher might work with the whole group. This should be the exception and not the rule. Whole group work should be done only when the mentor teacher and the pre-service teacher feel the activity is appropriate. If such whole group teaching does occur, the pre-service teacher must present a plan to the mentor teacher 48 hours prior to teaching the lesson. The more contact a pre-service teacher has with students (especially in a teaching-learning situation) the more the pre-service teacher will accomplish.

Observation: The pre-service teacher should spend some time observing the mentor teacher and other teachers in the building.

Conversation: It is highly recommended that a pre-service teacher discusses the nature of the profession with the mentor teacher.

3. EXPECTATIONS OF THE STAGE 1 & 2 FIELD EXPERIENCE PRE-SERVICE TEACHER

1. Send a letter of introduction which has been carefully proofread to the mentor teacher prior to starting the experience.
2. Attend the field experience the entire semester at all agreed-upon times for a minimum of 40 hours. Most pre-service teachers will have more than 40 hours.
3. Complete the attendance sheet daily. Hours must be totaled and verified at the end of the experience by the mentor teacher. Final timesheets should be submitted to the Education Department's Program Coordinator. Please maintain a copy for your records.
4. Be punctual. Unexcused absence or lateness is unprofessional behavior and will adversely affect the pre-service teacher's final evaluation and may result in termination of the field experience at any stage.

5. Contact the mentor teacher and the Director of Field Experiences in the morning before 7:00 A.M. if you will be absent from or late to school. The pre-service teacher must obtain all necessary contact information. Pre-service teachers are required to make up any missed time.
6. E-mail the Director of Field Experiences immediately regarding any changes in schedule.
7. Follow Pennsylvania's Code of Professional Practice and Conduct for Educators.
8. Follow the Moravian University Field Experience Guidelines for Dress, Conduct and Attendance.
9. Properly introduce yourself to the principal, administrative assistants, teacher assistants, custodians, and other support staff. Address all personnel with the appropriate title & surname.
10. Follow school procedures for signing in/out, parking, wearing visitor badges, and all emergency protocols, etc.
11. Share the course(s) syllabus(i) with the mentor teacher during the first week of the experience to ensure completion of course expectations.
12. Assist the mentor teacher with classroom activities, individual students, and small groups. Be an active participant!
13. Discuss the following items with your cooperating teacher:
 - Philosophy of teaching
 - Classroom and school policies and procedures regarding discipline, signing in/out, parking, fire drills, snow days, lockdowns, etc.
 - Classroom curriculum, assessment, management, record keeping, etc.
 - Classroom support services and special programs
 - IEPs, Section 504 plans, strategies for English language learners
 - Integration of technology in the curriculum to support academic standards.

WORDS OF ADVICE:

Help the mentor teacher find a meaningful role for you to occupy in the classroom. Remember that, as a pre-student teacher, you must always conduct yourself in a professional manner with the cooperating teacher, other staff members, and students.

4. EVALUATION

A portion of the pre-service teacher's final grade is determined by the mentor teacher's evaluation. We ask that the competency rubric be used throughout the experience as a reference tool. In addition, we ask that midway through the experience the mentor teacher informally review the evaluation form with the pre-service teacher. This will help the pre-service teacher evaluate his/her performance and allow time for any necessary changes to occur.

The final evaluation is to be shared with the pre-service teacher and then sent to fieldexperience@moravian.edu by the date indicated in the initial communication. You should retain copies of these forms in your records.

Updated versions of all Education Department Handbooks are found on our website:

<https://www.moravian.edu/education/handbooks>