

Lancaster Bible College - Capital Seminary & Graduate School

MEd Consulting Resource Teacher -Reading Specialist Handbook

2020-2021



LANCASTER BIBLE COLLEGE
CAPITAL SEMINARY & GRADUATE SCHOOL

MEd Consulting Resource Teaching – Reading Specialist 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 Childhood (PreK-4)
Instructional I
Middle Level (4-8)
Instructional I
Special Education
*(PreK-8 or PreK-12) MEd
Instructional I
Consulting Resource Teacher
(Reading Specialist PK-12)



Health & PE

HPE (K-12)
Instructional I



Worship & Performing Arts

Music (K-12)
Instructional I



Counseling & Social Work

School Counseling MEd
Edu. Specialist (K-12)

This handbook is provided as a guide. It is the students’ responsibility to consult regularly with their advisor and to check their LBC email account to be aware of changes and curriculum details which are not incorporated in this handbook. Information regarding other certifications can be found on that department’s portion of the LBC website (www.lbc.edu)

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

*The PreK-8 SPED certification will be eligible to those who graduate *prior* to December 31, 2021.

*The PreK-12 SPED certification will be eligible to those who graduate *after* January 1, 2022.

Education Department Mission Statement

The Education Department exists to prepare and disciple teachers to be reflective, relational, and relevant practitioners who think biblically in order to impact the educational community.

MEd Consulting Resource Teacher Mission and Outcomes

The program for the Consulting Resource Teacher seeks to equip teachers to serve students and educators in an inclusion setting where the diverse population of students requires general and special educators to collaborate.

Program Objectives

1. Serve as a specialist and resource person within a school setting providing assistance and direction for the school's staff.
2. Classify the laws, regulations, and policies dictating the procedures needed to assist students in inclusion settings.
3. Assess the academic abilities of students in order to determine the learning potential and appropriate teaching techniques for each student's success.
4. Design individualized learning programs for the accommodations and adaptations for students in the inclusion classroom.
5. Differentiate the etiology for learning problems observed in students in K-12 educational settings.
6. Identify the distinctive characteristics of students with literacy problems.
7. Determine the literacy levels of individual students and determine the strategies required for effective instruction for those students.
8. Synthesize the results of the assessment, instruction, and observation in making instructional recommendations for a student's success in the classroom.

Program Outcomes

1. Learning Theory & Instructional Design – Students will have knowledge of learning theory, instructional design, and collaboration sufficient to serve in the role of consultant or literacy coach.
2. Reading Specialist Certification – Graduates will be eligible for the Reading Specialist certification.
3. Biblical Worldview – Graduates will demonstrate an understanding of student learning characteristics and learning theory from a biblical worldview.
4. Inclusion Laws – Graduates will articulate an understanding of current laws, standards, and programs directing including education in schools in the 21st century.

Program Faculty

Master's Degree Coordinator

Robin Bronkema, PhD

Certification Officer, Field Placement Coordinator

Robert Dodson, EdD

Resident Faculty

Angela Becker, EdD

Robin Bronkema, PhD

Robert Dodson, EdD

Julia Hershey, DEd

Stacey Martin, EdD

Adjunct Faculty

M. Raluca Snyder, EdD

Admission, Retention, Completion & Certification Policies

Admission to Lancaster Bible College | Capital Seminary and Graduate School

Acceptance into the Master's degree program at Lancaster Bible College 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. Up to 9 graduate level credits (with a B or higher) can be transferred.

Admissions to MEd Consulting Resource Teacher (Reading Specialist Certification)

1. Official transcript of a Bachelor's degree in Education or its equivalent *
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution **
3. A valid certificate at a minimum level of Instructional I from Pennsylvania***
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials
<https://www.lbc.edu/capital/admissions/>
7. Personal interview with the Program Director

Application Deadlines:

- August 1 for Fall Semester start
- December 1 for Spring semester start
- April 1 for summer semester start

*For graduate students not holding a Bachelor's degree in Education, they may need to complete 9 credits in meeting the needs of diverse learners and 3 credits in ELL.

**Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

***Graduate students without a PA Instructional I or II certification may enroll in the program but will not be eligible for the PA Reading Specialist certification. Students will be asked to sign a waiver articulating their understanding that the program will not lead toward a PA certification.

Students wishing to take courses solely for personal enrichment or Act 48 credits are classified as nonmatriculating students. Permission for enrollment in courses is based on completion of the Nonmatriculating Application and the adequacy of class space. If at a later time the student wishes to be admitted into the program, that student will need to go through the formal application process. Granting credit for courses taken while a nonmatriculating student is not automatic. The Program Coordinator will evaluate course work and grant or not grant credit on an individual basis.

Upon review of application materials, prospective students will be contacted by the Program Coordinator regarding their admission.

Retention in MEd Consulting Resource Teacher

1. Minimum Cumulative GPA = 3.0

The criteria for retention are reviewed at the conclusion of each semester. Should the GPA fall below a 3.0 during the first three courses, the student is considered on probation for any certification. The student must meet with the advisor to determine a plan to raise the GPA to the minimum level. Student study groups and adjustment to schedules may help to restore the required grade levels. Further matriculation for the degree alone may also be in jeopardy.

If at the completion of the 4th course, the student has not raised the GPA, then the student will receive notice of academic dismissal. The student has the right to appeal through writing to the Registrar. The appeal will be considered by the appeals committee. If the appeal is denied, the student may appeal to the Provost.

Eligibility to enter Field Experience-Action Research

1. Successful formal admission and retention in the MEd Consulting Resource Teacher 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
6. Completion of 24 graduate credits
7. In good standing with Lancaster Bible College

Exit Criteria - Eligibility to be Recommended for Certification

1. Completion of all program requirements and field placement 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. 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 certification tests. 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

Program Completion

The program must be completed in a maximum of five years. If a student wishes to temporarily withdraw from a program, the student must notify the Program Director in writing. If a student needs an extension to continue the program after the five years, a written request must be submitted to the advisor and Program Director. Even though students may be part-time, continuous enrollment is expected. If a student should not enroll for two consecutive semesters, he/she will be placed on non-student status and will need to reapply. A re-admission application is available through the Program Coordinator.

Program Requirements

In order to earn the MEd in Consulting Resource Teacher and be eligible for PreK-12 Reading Specialist Instructional I certification*, each student must complete the following courses.

CRT 513 Assessment Measure for Special Students

CRT 517 Organizational Leadership & School Change

EDU 519 Foundations & Frameworks for Learning

EDU 598 Seminar in Action Research

EDU 599 Project in Action Research

EDU 529 A Collaborative Team Approach for Inclusion

SEC 539 Legislation Dictating Special Services

RSC 527 Literacy Instruction

EDU 526 Diagnostic Reading Assessment

ESL 515 Literacy Development & Language Acquisition for the English Language Learner

Elective

Elective

Elective

*To be eligible for Reading Specialist certification, students must hold a PA Instructional I or II certification.

**Graduate students must show competencies and credits in Biblical and Theological studies. There are two options to complete this requirement. 1 – Take four 1-credit Biblical and Theological Foundation courses before Apprenticeship I and Seminar in Action Research. 2 – Transcript evaluation completed by the Program Coordinator.

Graduate courses will be offered fall, spring, and summer in an online format with face-to-face/virtual components in most courses.

Advisement and Monitoring

Students will be assigned an advisor to monitor student progress and to provide encouragement through their studies. Advisors are available for in-person, virtual, and email meetings. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement sheets (see Appendix). The Program Director will monitor student progress each semester and alert the student and advisor regarding any deficiencies to be addressed and criteria not being met. Prior to graduation, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation and certification.

Field Experiences Overview

Throughout the program, the student must make application of the principles learned through observation, participation, and teaching practice in a variety of field experiences.

Early Field Experiences Stage 3: Teacher candidates complete early field experiences through completing several assignments under the supervision of a certified Reading Specialist (mentor teacher). These assignments, with approximate hours for planning and implementation, included the following:

1. Interview with Reading Specialist and other special educators (2 hours)
2. Observation & Instruction in a Reading Specialist classroom (10 hours)
3. Student Assessment Profile & Instructional Plan (15 hours)
4. Professional Development Presentation (8 hours)

Mentor teacher evaluations are included in the appendices.

Field Experience Stage 4: After completing 24 credits, the candidate may register for EDU 598 Seminar in Action Research and EDU 599 Project in Action Research. During these two three-credit courses each candidate develops an appropriate field research project in conjunction with their area of certification specialization. The field work for this course requires a minimum of an 8-week timeframe in an educational setting determined by the candidates selected specialization and certification. This research requires a full academic year, therefore the student must register for these courses in succession in order to complete the research from inception to presentation. Prior to enrollment in Stage 4, students must have met eligibility requirements as outlined in the Completion & Certification Policies (page 4-5). See appendices for more details and mentor teacher evaluations.

Administration: Overall policy with regard to field assignments is determined by the Education Department as directed by the Field Placement Coordinator, Program Coordinator, and Department Chair. Assignments for all field experiences are made by the Field Placement Coordinator and are subject to the approval of the Department Chair and/or Program Coordinator. These assignments are made in cooperation with the administrators and mentor 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. The requests for field placements in stage 3 and 4 must be made during the semester prior to the placement.

Participants:

- Teacher Candidate – Student working toward certification(s)
- Mentor – Site based supervisor; also called cooperating teacher
- College Supervisor – Full-time or adjunct professor
- Field Placement Coordinator – One who finds placements

Certification Admissions and Completion

The following policies can be found in the catalog at [this link](#).

◆ **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 graduate 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/master'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.

Appendices

1. Background Clearance Requirements
2. Program Completion & Certification Tests
3. TIMS Directions
4. MEd Consulting Resource Teacher Advisement Sheet
5. Early Field Placement Evaluation
6. Stage 4 Field Experience
7. Field Experience Evaluation



LANCASTER BIBLE COLLEGE

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

Procedures for Clearances

Record your usernames and passwords here as you apply.

	Username	Password
Criminal Record		
Child Welfare		
FBI Fingerprint		

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

Access the form at the following website: <https://epatch.state.pa.us/Home.jsp>

- Click submit a New Record Check (requires credit/debit card)
- Read the page that appears and click Accept
- 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 **certification form** to get to certificate
- Print the document and submit it to the Education Department

*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 A New Account
- Read the page and click Next
- Under Profile Information you MUST create a New Keystone ID- 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 & 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 (there is an option in the 6 components to have the form mailed- you may do that for you, but print off for the Education Department)

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**

- Click "Get Fingerprinted"
- Click the dropdown "Select a State" and scroll to "Pennsylvania", then click "Go".
- When the Pennsylvania page opens, scroll to the bottom and click "Digital Fingerprinting".
- Enter the service code **1KG6RT** where prompted (this is the code for PDE Colleges/Universities Teacher Education Program). Click "Go".
- 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".
- 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.
- 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".
- 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.
- Click on the location you select and a dropdown will open to show you a list of all available appointments. Scroll to select the appointment you choose and click "Submit".
- A status screen will appear showing your pre-enrollment information and your scheduled appointment at the location you selected. **PRINT THIS INFORMATION to take with you** and mark your calendar/reminders so you do not miss the appointment!

Most importantly- You MUST let the Education Department know your UE ID # ASAP by emailing education@lbc.edu. It is found on your print out and on the receipt you receive after you have your fingerprinting done.

Program Completion

Students are able to begin TIMS application at any point in the final month prior to graduation. See directions on the next page regarding how to access TIMS. In order for LBC to recommend the teacher candidates for certification, they must meet all Exit Criteria:

Exit Criteria - Eligibility to be Recommended for Certification

1. Completion of all program requirements and field placement 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. 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 certification tests (PECT). 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

Career Services are available through the C3 Career and Counseling Center.

<https://www.lbc.edu/counseling-and-career-center/> . Job posting are available on the Handshake app.

Directions are on the Career Services page.

LBC professors are always available for one-on-one job consultations and reference requests.

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.

<http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pennsylvania%20Certification/Pages/default.aspx#tab-1>

Reading Specialist Certification

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

Reading Specialist PK-12 (5301) Discontinued after 8-31-21

Reading Specialist PK-12 (5302) Required 9-1-21

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 or 717-560-8200 Ext. 5368

Accessing TIMS

You need to register for a log in on PDE's site first (upper left part of page):

www.education.state.pa.us

The next day (it takes about 24 hours before you can log in to TIMS after you have set up your PDE log in), go back to the link to PDE's site above and log in. Click on "Teachers" in the center, then the "TIMS" bright blue logo in the center of the next screen. On the next screen, click on "Access TIMS" in the navy blue header row. Then there is a link in the middle of the screen to access the application [here](#). If you see a screen divided into 4 segments (the dashboard), you are now in TIMS!

Entering a New Credential Application

Click "create a new application" and follow the questions and prompts to complete the application.

There is a user's guide on the PDE website to help answer questions or be in contact with Dr. Dodson.

PPID Professional Personnel ID

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.

MEd Consulting Resource Teacher
***Reading Specialist Certification (PreK-12)**
Advisement Sheet
 Education Department

Student Name: _____ Date: _____

Current Certification: _____

A valid Pennsylvania certificate at a minimum level of Instructional I must be submitted during admissions.

___	CRT 513 Assessment Measures for Special Students
___	CRT 517 Organizational Leadership & School Change
___	EDU 519 Foundations & Frameworks for Learning
___	EDU 526 Diagnostic Reading Instruction
___	EDU 529 Collaborative Team Approach
___	EDU 598 Seminar in Action Research
___	EDU 599 Project in Action Research
___	ESL 515 Language & Literacy Development for the English Learner
___	RSC 527 Diagnostic Reading Instruction
___	SEC 539 Legislation Dictating Special Services
___	Elective
___	Elective
___	Elective

*To be eligible for Reading Specialist certification, students must hold a PA Instructional I or II certification.

**Graduate students must show competencies and credits in Biblical and Theological studies. There are two options to complete this requirement. 1 – Take four 1-credit Biblical and Theological Foundation courses before Apprenticeship I and Seminar in Action Research. 2 – Transcript evaluation completed by the Program Coordinator.

Graduate courses will be offered fall, spring, and summer in an online format with face-to-face/virtual components in most courses.

Biblical and Theological Studies Courses (1 credit each) **

BTC 551 The Biblical Narrative

BTC 561 Biblical Interpretation

BTC 571 Introduction to Christian Theology

BTC 581 Christianity in the Contemporary World

Additional Courses (as applicable): _____

Reading Specialist Early Field Experience Evaluation

Student: _____ Date: _____

Placement: _____

Mentor Teacher: _____ College Supervisor: _____

Distinguished	Surpasses expectations for level of performance for novice Reading Specialist
Proficient	Effectively meets expectations for level of performance for novice Reading Specialist
Basic	Adequately meets expectations for level of performance for novice Reading Specialist
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not see during this placement

Planning and Preparation

Demonstrates knowledge of students' levels	D P B U NS
Demonstrates knowledge of students' cultural background	D P B U NS
Prepares teaching lessons/materials to reach stated objective	D P B U NS
Incorporates appropriate instructional practices	D P B U NS

Classroom Environment

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

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

Engages students in their learning	D P B U NS
Employs effective instructional practices	D P B U NS
Communicates clearly to students	D P B U NS
Integrates technology during instruction	D P B U NS
Provides feedback to students on their learning	D P B U NS
Uses vocal inflection, project and volume effectively	D P B U NS
Provides clear directions to students	D P B U NS
Uses effective questioning	D P B U NS

Professionalism

Exhibits self-confidence and poise	D P B U NS
Demonstrates initiative	D P B U NS
Maintains a neat, professional appearance	D P B U NS

Demonstrates enthusiasm for teaching and learning	D P B U NS
Is prompt and dependable	D P B U NS
Accepts constructive criticism and feedback	D P B U NS

Describe the context of this field experience – grade level(s), lesson/unit content, type of school

An area of strength for the teacher candidate:

An area for growth for the teacher candidate:

Mentor's Signature: _____

Date: _____

Teacher Candidate Signature: _____

Stage 4 Field Experience *Reading Specialist*

The purpose of Stage 4 Field Experience is to provide the teacher candidate the opportunity to practice the skills under the supervision of a certified Reading Specialist.

Field Experience Placements: Depending on the situation, students may use their own school as the site of their field placement, providing that students are under the supervision of a Reading Specialist. If the student needs a placement, he/she must contact the Field Placement office to request a placement.

Once a placement has been secured, the Teacher Candidate must create a contract for field placement listing the following:

- Name of School
- Grade Level(s)
- Start and End Date of Field Experience
- Resume of the Mentor Teacher (including current contact information, certification, and teaching experience)

This contract is approved by the Field Placement Coordinator and Program Director.

Time Element: Orientation will include one full evening prior to the start of the field placement semester and is considered part of the field placement.

The Teacher Candidate must keep a log of the 8 weeks/250 hours of the field placement with signature of the mentor teacher.

Criteria for Mentor Teachers

The following criteria have been established for the selection of Mentor Teachers for the student teacher:

- At least three years of successful teaching experience, one in the school to which the teacher candidate is assigned
- At least one year of successful teaching in the grade/subject to which the teacher candidate is assigned
- Reading Specialist Certification by a recognized accrediting agency
- Above average evaluation ratings and recommendation from the school administrator
- Desire to work with a teacher candidate
- Willingness to invest the necessary time and energy into the mentor relationship with the teacher candidate
- 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

Responsibilities of the Mentor Teachers

Generally, the Mentor Teacher provides guidance and support for the Teacher Candidate. The Mentor Teacher should provide a minimum of four written observations of the Teacher Candidate.

Experience	The Mentor Teacher must be certified and have a minimum of three years of teaching experience, one of which should be in the present school.
Time	The Mentor Teacher should give a minimum of a one hour block or two half-hour blocks per week in time alone with the Teacher Candidate for planning, discussion, and evaluation of the teacher candidate's progress.
Weekly Plans	The Mentor Teacher's plans will be encapsulated in both the Action Research proposal and weekly lesson plans. The Mentor teacher will review each thoroughly and provide feedback to the teacher candidate.
Second Reader	The Mentor Teacher will serve as the second reader for the student's Action Research Project.
Review	Constructive criticism should be given in a positive way to help the Teacher Candidate understand areas of growth needed. Often asking questions about the lesson plans helps the Teacher Candidate identify for himself/herself the strengths and weaknesses of the teaching strategies. The Mentor Teacher should always begin the conferences with something positive about the lessons taught or the attitude displayed.
Evaluation	After discussing the Teacher Candidate's evaluation with the College Supervisor, the final evaluation should be completed at the end of the experience. The LBC evaluation form will be distributed as a PDF file requiring Adobe Acrobat Reader for reading and recording scores. After scores and comments are entered, print 3 copies for signatures. The comments should be typed into the form prior to printing it. The Mentor Teacher should discuss this evaluation with the Teacher Candidate and the Teacher Candidate should initial each copy indicating the conference had taken place. A copy of the evaluation must be mailed or carried by the supervisor to the college. The Mentor Teacher and the Teacher Candidate should each have a signed copy of the completed form.
Model	The Mentor Teacher should help the Teacher Candidate to see how the school acts as a community through interpersonal relations with the other teachers, administrators, parents, students, and other personnel of the school.

Responsibilities of the College Supervisor

Coach	The College Supervisor comes alongside the teacher candidate 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.
Observer	The College Supervisor will make at least three scheduled visits for observation of the Teacher Candidate. Observations will be reviewed in a timely manner and notes emailed to the Mentor Teacher and Teacher Candidate in a timely manner.
Mediator	The College Supervisor acts as a go-between. 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.
Evaluator	The College Supervisor will evaluate student performance in the placement through the LBC evaluation and PDE 430.
First Reader	The College Supervisor will serve as the first reader for the student's action research project.

Responsibilities of the Teacher Candidates: The MEd Teacher Candidate will show evidence of competency by the completion and collection of documents in the following sections in a Portfolio.

Planning and Preparation

Observation	The teacher candidate must complete three observations of the Reading Specialist.
Log	The Teacher Candidate must keep a log of the experience identifying type of activity and duration. Each week is initialed by the Mentor Teacher and uploaded weekly to Canvas.
Reading Intervention	The Teacher Candidate must create an intervention plan for learners. This plan is the basis of their action research proposal. All materials for the intervention must be filed in the notebook, including items such as lesson plans, learning activities, assessments, student data, etc.

Classroom Environment

Letter	The Teacher Candidate will provide information to parents regarding the intervention and/or learning activities that the teacher is implementing.
Learner Profile	The Teacher Candidate will create a learner profile for all students involved in the intervention. The learner profile should include the following sections: student name, date of birth, gender, learning need, social-emotional context, instructional strategies.

Instructional Delivery

Reflection	The Teacher Candidate must keep a reflection log for each day of the field experience. The teacher will identify strengths of lessons and classroom interaction as well as items for further progress.
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Observation Notes The Teacher Candidate will file observation notes from mentor teacher and college supervisor.

Professionalism

- Résumé** The Teacher Candidate must prepare an updated résumé.
- Portfolio** The Teacher Candidate will create a professional portfolio which includes the following sections: resume, philosophy of literacy, 5 artifacts and rationales that demonstrate competency as a reading specialist.
- Evaluations** The teacher candidate will file observation notes from college supervisor and mentor teacher. Additionally, the teacher candidate will file midway and final evaluations from college supervisor and mentor teacher.

Evaluation of Field Placement

Throughout the weeks, the College Supervisor makes weekly check-ins with the Teacher Candidate, with a minimum of three scheduled observations. At each observation, the supervisor completes narrative notes of the observation that she/he shares with the teacher candidate and mentor teacher.

Mid-way evaluations are completed by the mentor teacher and teacher candidate. At the mid-way point, the college supervisor also completes the first PDE 430.

The Mentor Teacher and the College Supervisor use the LBC form to complete an evaluation of the Teacher Candidate at the conclusion of each placement. These evaluations become a part of the Teacher Candidate's credential file held in the Education Department. These credentials are available to be copied and sent to prospective employers at the request of the Teacher Candidate /graduate. The Teacher Candidate must initial the evaluation form during the final conference when the evaluation is formally discussed. These initials indicate that the Teacher Candidate has seen and discussed the evaluation. It does not indicate the Teacher Candidate's agreement with the evaluation. The college supervisor also completes the second PDE 430 at the end of the field placement.

The Teacher Candidate must achieve a satisfactory rating (1) in each of the 4 categories included on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). Two evaluations are completed. A minimum total of at least 4 points must be achieved on the final summative rating to be recommended for certification.

Field Experience Contract

Teacher Candidate:

Mentor Teacher:

College Supervisor:

Date:

Name of School:

Grade Level:

Start Date: _____ End Date: _____

Description of Setting:

Teacher Candidate Signature/Date

Mentor Teacher Signature/Date

College Supervisor Signature/Date

Please attached a current résumé of the mentor teacher including current contact information, certification, and teaching experience.

Reading Specialist Field Experience Evaluation

Student: _____ Date: _____

Placement: _____

Mentor Teacher: _____ College Supervisor: _____

Distinguished	Surpasses expectations for level of performance for novice Reading Specialist
Proficient	Effectively meets expectations for level of performance for novice Reading Specialist
Basic	Adequately meets expectations for level of performance for novice Reading Specialist
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not see during this placement

Planning and Preparation

Demonstrates knowledge of students' levels	D P B U NS
Demonstrates knowledge of students' cultural background	D P B U NS
Demonstrates knowledge of content	D P B U NS
Prepares teaching lessons/materials to reach stated objective	D P B U NS
Incorporates appropriate instructional practices	D P B U NS
Connects outcome to previous and future learning	D P B U NS
Incorporates assessment data in instructional design	D P B U NS

Classroom Environment

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

Instructional Delivery

Engages students in their learning	D P B U NS
Employs effective instructional practices	D P B U NS
Integrates technology into instruction	D P B U NS
Communicates clearly to students	D P B U NS
Provides feedback to students on their learning	D P B U NS
Uses vocal inflection, project and volume effectively	D P B U NS
Provides clear directions to students	D P B U NS
Uses effective questioning	D P B U NS

Professionalism

Exhibits self-confidence and poise	D P B U NS
Demonstrates initiative	D P B U NS
Maintains a neat, professional appearance	D P B U NS
Demonstrates enthusiasm for teaching and learning	D P B U NS
Is prompt and dependable	D P B U NS
Accepts constructive criticism and feedback	D P B U NS
Demonstrates collaboration with others	D P B U NS
Devises ways to communicate with families	D P B U NS
Reflects on teaching and learning	D P B U NS
Adheres to PA Code of Professional Practice and Conduct for Educators	D P B U NS

Describe the context of this field experience – grade level(s), lesson/unit content, type of school

An area of strength for the teacher candidate:

An area for growth for the teacher candidate:

Mentor Teacher's Signature: _____

Date: _____

Teacher Candidate Signature: _____