

STUDENT TEACHING HANDBOOK

Candidate Version



EDUCATION DEPARTMENT
Wilkes-Barre, Pennsylvania 18711

Updated Fall 2019

King's College is an Equal Opportunity/Affirmative Action Institution

KING'S COLLEGE EDUCATION DEPARTMENT

PHONE: 1- 570-208-5900

Dr. Denise Reboli

Chairperson Education Department

Extension: 5498

Brother Stephen LaMendola, CSC

Director of Student Teaching

stephenlamendola@kings.edu

Extension: 8093

Mr. Thomas Killino

Field Placement Coordinator

edfieldplacement@kings.edu

Extension: 5360

Ms. Janice Gavlick

Administrative Assistant

Extension: 5983

The King's College Education Department reserves the right to change, alter, and/or modify without notice the contents of this handbook including but not limited to the programs, policies, regulations and procedures contained therein.

Table of Contents

Mission Statement of the College	
Vision Statement of the College	
King's as Catholic and Holy Cross.....	5
Vision Statement of the Education Department	
Mission Statement of the Education Department	
Goals of the Education Department.....	6
King's College Teacher Candidate Proficiencies.....	7
<i>Information for the Student Teacher.....</i>	<i>8</i>
1. First Day of Student Teaching.....	9
2. Classroom Presence of the Cooperating Teacher.....	9
3. Student Teachers as Substitutes.....	9
4. Lesson Planning.....	10
<i>Lesson Plan Binder</i>	
<i>Lesson Plans</i>	
<i>Post-Observation Conference</i>	
<i>Cancellation of Originally Listed Observations</i>	
5. Videotaping a Class Lesson.....	11
6. Transportation.....	11
7. Student Teachers in the Faculty Room.....	11
8. Confidential Information.....	12
9. Emergency Situations.....	12
10. Disruption in Schools.....	12
11. Parental Conferences.....	12
12. Faculty and Other School Meetings.....	12
13. Outside Academic Coursework.....	12
14. General Requirements for Student Teachers.....	12
15. E-mail Addresses, Phone Numbers, and Home Addresses.....	14
16. Concerns Regarding Student Behavior	14
17. Weekly Seminar.....	15
18. Teacher Work Sample Portfolio.....	15
19. Special Education Portfolio.....	16
20. Review of TWS/Sp Ed Portfolio.....	16
21. Termination of Student Teaching Placement.....	16
22. Final Grade Recommended by the College Supervisor.....	16
Suggested Weekly Schedule for Student Teachers (One Placement).....	17
Suggested Weekly Schedule for Student Teachers (Two Placements).....	19

APPENDIX I: King's College Lesson Plan

APPENDIX II: Standard Components of the King's College Lesson Plan

APPENDIX III: King's College Special Education Lesson Plan

APPENDIX IV: Student Teacher Absence Form

APPENDIX V: Pennsylvania's Code of Professional Practice and Conduct for Educators

APPENDIX VI: How to Become Certified in Pennsylvania

APPENDIX VII: Parental Permission for Videotaping Form

Mission Statement of the College

King's College is a Catholic institution of higher education animated and guided by the Congregation of Holy Cross. **King's** pursues excellence in teaching, learning, and scholarship through a rigorous core curriculum, major programs across the liberal arts and sciences, nationally-accredited professional programs at the undergraduate and graduate levels, and personal attention to student formation in a nurturing community.

Vision Statement of the College

Since its founding in 1946, **King's** has been dedicated to the Holy Cross ideal of transforming minds and hearts with zeal in communities of hope. The College's commitment to students is expressed both in the curriculum and in co-curricular programs encouraging service, fostering reflection, and cultivating leadership skills. Inspired by the teaching and example of its namesake, Christ the King, who taught by example and ruled by love, **King's** forms graduates who will champion the inherent dignity of every person and will mobilize their talents and professional skills to serve the common good. In the words of its founding president, "**King's** teaches its students not only how to make a living, but how to live."

King's as Catholic and Holy Cross

Faithful to Blessed Basil Moreau's vision to educate people of diverse backgrounds and to the vision of its founders to educate the children of coal miners, **King's** provides an outstanding Catholic higher education to all qualified students who embrace its mission, including many first-generation college students.

As a Holy Cross institution, **King's** embodies the educational vision of Father Moreau, founder of the Congregation of Holy Cross. Father Moreau taught that quality education demands academic excellence, creative pedagogy, engaged mentorship, co-curricular participation, and a collaborative spirit.

As a Catholic institution of higher learning, **King's** honors faith and reason as mutually enlightening ways of knowing, probes life's great questions of meaning and purpose, encourages inter-religious and ecumenical encounter, and fosters habits of moral virtue. While promoting service to the poor and marginalized, **King's** educates for justice as a means to peace, witnesses to truth, and invites all to an encounter with the living God.

Adopted by the Board of Directors of King's College, May 2, 2015

Vision Statement of the Education Department

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

Mission Statement of the Education Department

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills and dispositions as they develop, manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

Goals of the Education Department

The general aim of the Education Department is to cooperate with the academic departments in the training of competent, conscientious teachers, by providing them with a broad educational background, specialization in one or more academic fields, and professional knowledge, skills, attitudes and ideals. Specifically, in the area of professional education, the department seeks to provide students with historical, psychological, philosophical and social backgrounds in education; to help students gain a knowledge of the patterns of human growth and development and an insight into the problems of students; to make known to students the psychological principles underlying learning, together with the techniques and methods of effective instruction; and to provide them with laboratory experiences in actual classroom instruction. Through such training the department seeks to give the prospective teacher reasonable assurance of success as a beginning teacher to provide him/her with the background to undertake the post-baccalaureate training necessary for growth in the profession.

Student teaching permits the student to put into practice his/her knowledge of subject matter, professional education, and human relationships. At the same time, it is further learning experience for the future teacher in developing his/her strengths and in overcoming weaknesses as a teacher. As a student teacher completes the student teaching experience, he/she should have achieved the competencies outlined for the teacher education program.

King's College Teacher Candidate Proficiencies

1. Integrating Knowledge and Practice

- 1.1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught.
- 1.2 The teacher effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.
- 1.3 The teacher productively incorporates a variety of communication techniques to foster student learning

2. Understanding Learners

- 2.1 The teacher understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development
- 2.2 The teacher is committed to the development of literacy skills in all learners
- 2.3 The teacher is culturally competent and can adapt instruction to meet the needs of all students.

3. Developing Learning Communities

- 3.1 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.2 The teacher understands how factors in the students' environment outside of school may influence students' life and learning
- 3.3 The teacher demonstrates effective self-assessment and problem-solving strategies.

4. Monitoring Learning

- 4.1 The teacher understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.
- 4.2 The teacher effectively uses a variety of formal and informal assessment techniques

5. Reflective Practice

- 5.1 The teacher displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
- 5.2 The teacher acts in a responsible and professional manner.

Goals for Student Teaching Aligned with King's College Teacher Candidate Proficiencies (King's Proficiencies in Parenthesis)

1. To describe the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and to create learning experiences that make these aspects of subject matter meaningful for students. (1.1) (1.2) (1.3)

2. To describe how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development. (1.2) (2.1)
3. To describe how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (1.2) (2.1) (2.3)
4. To describe and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (1.2)
5. To use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (3.1) (3.2) (4.1)
6. To use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (1.3)
7. To plan instruction based upon knowledge of subject matter, students, the community and curriculum goals. (1.2) (2.1) (2.3)
8. To describe and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (4.2)
9. To be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (5.1)
10. To foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. (5.2)

Information for the Student Teacher

When seeking placement for student teachers, King's College corresponds with its cooperating schools and requests placement for particular students for specific periods of time. The cooperating school officials review the information sent to them on the prospective student teachers, after which they accept or reject the candidates. This means that student teachers are *invited guests* at the cooperating school.

Since they are invited guests, student teachers are expected to behave like guests. If they do not, the host school is within its rights to ask them to leave. Some schools have their own set of operating procedures pertaining to student teachers. The student teachers should become familiar with these regulations and procedures as soon as possible.

As a guest of the cooperating school and as a future member of the teaching profession, the student teacher needs to maintain the same professional standards expected from the teaching employees of the cooperating school. The student teacher is recognized as a representative of the King's College by the students, faculty, and community to which he/she is assigned.

The student teacher is expected to be well-groomed and appropriately dressed as a member of the teaching profession and to adhere to the *Pennsylvania Code of Professional Ethics (Appendix V)*.

The student teacher must adhere to the *Student Conduct Code* as found in the *King's College Student Handbook*.

The Department Chair, in consultation with the Director of Student Teaching, the cooperating teacher and the King's College supervisor, has the authority to change or terminate the student teacher's assignment if professional conduct is not maintained.

1. First Day of Student Teaching

On the day directed at orientation, student teachers are to call the school secretary at their assigned placement. The secretary should be asked to notify the cooperating teacher when the student teacher will be beginning their placement. The student teacher should also ask where it is appropriate to park at the school. When the student teachers report to their school, they are to report to the school office with their King's identification.

2. Classroom Presence of the Cooperating Teacher

Regulations concerning the presence of cooperating teachers in the classroom may vary from school to school. Local regulations must be followed.

During the initial weeks of student teaching, the presence of cooperating teachers in the classroom at all times is most desirable. As time goes on and as student teachers demonstrate the ability to conduct the class without the support of cooperating teachers, cooperating teachers may be absent from the classroom for short periods of time and ultimately for an entire period if administrative regulations permit.

Before completion of the student teaching assignment, student teachers should have developed the confidence and skill to be in charge of the classroom without assistance. Too much or too little supervision by cooperating teachers may not achieve this end.

3. Student Teachers as Substitutes

It is the policy of the Pennsylvania Department of Education and King's College Education Department that **student teachers may only substitute in their assigned student teaching classroom(s)**.

4. Lesson Planning

Lesson Plan Binder:

All lesson plans are to be kept in a loose-leaf, three-ring binder separated by subject (use commercial subject dividers). Lesson plans are to be completed a minimum of two days in advance of the day of presentation using the King's College Education Department lesson plan format (**APPENDICES I & II**). The most recent lesson plan for each subject should be the first plan in that section.

Lesson Plans:

Lesson planning is an absolute necessity during the student teaching experience. Lesson plans are required for every lesson/subject that is to be taught. Student teachers must make out daily lesson plans for every class and/or subject they teach. Lesson plans must be submitted to the cooperating teacher for approval at least two days prior to teaching the lesson. ***A cooperating teacher has the right to suggest changes in the lesson plans that are submitted for approval. When final approval is granted, the cooperating teacher initials the lesson plan.***

The college supervisor's role in observing and evaluating is to help the student teacher reflect upon his/her teaching, provide input of new information and thoughts, and guide in a formulation of a comprehensive plan of action. The ultimate goal in this process is for student teachers to be able to reflect on and analyze their own teaching.

Prior to the supervisor's visit, the student teacher is in contact with the college supervisor to determine when/how a pre-conference will take place. During that time, the supervisor has a copy of the lesson plan to be observed as well as Domains 1 and 4 of the Evidence Collection Form and any handouts/PowerPoints to be used. When the college supervisor arrives, student teachers are to present to him/her with their lesson plan binder and the lesson plan that is being presented at that time. A copy of the text being used during the lesson should also be furnished. There should be a chair and desk available in the room for the supervisor.

Post-Observation Conference:

After the observed lesson is completed, the college supervisor and student teacher will discuss the observation and will agree upon a time for a full debrief. Cooperating teachers will also hold a post-observation conference with their student teacher.

Cancellation of Observations:

If a class schedule is changed and an observation is scheduled, it is the responsibility of the student teacher to notify the college supervisor as soon as possible.

5. Videotaping a Class Lesson

In order for student teachers to view their presentation of lessons and reflect on them, at least one lesson is to be videotaped. **The videotaping of a class will normally take place at the time of the college supervisor's second formal observation.** The videotaped lessons will also give the student teacher and college supervisor an opportunity to view and discuss the lesson together. The videotaped lesson will be formally assessed according to the same rubric used for classroom observations. No other videotaping or the taking of photographs of children should occur during the placement.

Student teachers are to make their own arrangements to be videotaped. This includes obtaining a device to videotape the class as well as asking a person to operate that device during the videotaping. (Most of the time the cooperating teacher volunteers to do the taping.) **It is important that a "trial" videotaping should take place prior to the actual videotaping of a class to insure that the sound and video are of a quality that can be used for a post-observation conference.** The college supervisor may require a second videotaping if the quality of the videotaping does not allow for a constructive post-conference.

Videotaping Procedures:

Student teachers are to confer with their cooperating teachers on the procedures for videotaping in their particular school district. King's College and school districts require permission from parents or guardians prior to videotaping (**APPENDIX VII**). Student teachers should send permission slips home well in advance of the actual videotaping day. Student teachers are advised to plan a lesson that gives them an opportunity to demonstrate their teaching. ***Although conducting reviews, going over textbook and workbook assignments, and games are all a part of normal teaching routines, they are not appropriate for these video-tapings.*** The purpose of the videotape is for the student teachers to demonstrate their presentation of material or concepts to the class. The length of time for the videotaping varies with the type of activity and grade level but normally run from thirty (30) to forty (40) minutes.

6. Transportation

Student teachers should not transport any school student in any vehicle. This prohibition extends to field trips and overnight trips (which the student teacher should only attend if accompanied by the cooperating teacher).

7. Student Teachers in the Faculty Room

If school policy permits and the cooperating teacher agrees, student teachers may use the faculty room for lunch or preparing lessons when the regular classroom is occupied.

8. Confidential Information

Student teachers are placed in responsible positions and often have knowledge of sensitive information. Student teachers are not to discuss matters relating to personnel, children, and their families outside of the professional context.

9. Emergency Situations

Student teachers should learn the school's procedures for emergencies as soon as possible. A student teacher should not hesitate to ask their cooperating teacher about procedures for fire drills, lock downs, etc. This should be done in the first days of the placement.

If emergency situations or serious incidents occur other than the above, student teachers are instructed to act promptly using common sense in the absence of cooperating teachers. Help should be summoned immediately from the nearest regular staff member. Cooperating teachers and college supervisors are to be notified of the incident at the earliest opportunity.

10. Disruption in Schools

The policy of King's College Education Department in disruptive situations, i.e., strikes by professional employees or students, is to remove student teachers from their assignments at the discretion of the Education Department Chair. The student teachers will not return until the operation of school is resumed on a normal basis. Should the period of disruption become extensive, the Education Department Chair may reassign the student teachers to other locations.

11. Parental Conferences

Student teachers are not to schedule parent conferences without the approval of the cooperating teacher, and may participate only when the cooperating teacher is present.

12. Faculty and Other School Meetings

Student teachers should attend faculty meetings to the extent permitted by the host school. Student teachers are expected to attend open house, parent meetings, IEP meetings, workshops and other professional meetings.

13. Outside Academic Coursework

During the professional semester, student teachers are totally involved with the student teaching requirements including EDUC 440 responsibilities. Student teachers must be

available for student teaching on a full-time basis. The responsibilities inherent in this experience are comprehensive and demand most of the student teacher's time and energy.

14. General Requirements for Student Teachers

FAILURE TO COMPLY WITH THE REGULATIONS LISTED BELOW MAY BE CAUSE FOR REMOVAL FROM THE STUDENT TEACHING PROGRAM AND FAILURE IN THE COURSE.

- Student teachers should observe cooperating teachers for a few days, *but no more than a week*. Readiness for student teaching should be determined by cooperating teacher in consultation with the student teacher.
- The student teacher's personal appearance and conduct shall conform to the standards reviewed and discussed at the King's College orientation sessions for student teachers.
- Student teachers will model correct and appropriate oral and written language.
- Student teachers are to cooperate with administrators, teachers, and staff.
- Student teachers who majored in Elementary Education (PK-4) must create a minimum of (1) one academic bulletin board during the semester.
- Student teachers will normally be spending the entire semester in their placement(s). For candidates being certified in PK-4 and Special Education or for secondary candidates with a certification in Special Education, there will be two placements during student teaching experience.
- It is a *Pennsylvania Department of Education* requirement that all student teachers must complete a full semester for certification purposes. Students having two placements must complete both placements for certification purposes. It is understood that the majority of time spent in these placements should be in actual teaching. Other activities may include observation, conferences, tutoring, homeroom or study hall supervision, supervision of extracurricular activities, or other duties of a teacher.
- Student teachers are provided with a *Student Teaching Time Accrued Form* which must be signed by the cooperating teacher on a weekly basis and should be presented each week at seminar to the college supervisor.
- Student teachers must adhere to the teaching schedule faithfully. If, for any reason, student teachers find it impossible to be present on any particular day, they should follow the reporting procedures of the host school district, and notify the cooperating teacher and their college supervisor as soon as possible.
- **If a student teacher is absent for any reason, it is his or her responsibility to make certain that the cooperating teacher has all lesson plans, materials, and manuals needed to teach the class during the student teacher's absence.**

- Student teachers are not permitted unexcused absences during the semester of student teaching. King's College supervisors may require make-up time in instances of excessive absences, regardless of cause.
- Student teachers who find it necessary to be excused for reasons other than emergencies (job interviews are the most frequent) must receive permission from his/her cooperating teacher and King's College supervisor prior to their absence (**APPENDIX IV**).
- Student teachers should listen to radio/television reports and follow the district's schedule in case of inclement weather conditions (e.g., snow). Do not call your school.

All student teachers should follow the district's calendar regarding days off, not the college's.

- Student teachers should comply with suggestions and requests made by the cooperating teachers and principals. Any unusual situation, which arises, should be discussed with the college supervisor.
- Student teachers are expected to maintain a high standard of conduct and teaching efficiency during their period of student teaching.

15. No E-mail Addresses, Phone Numbers, or Home Addresses to Students or their Parents

- Exercise caution in how you present yourself on the Web (*Facebook, Twitter, MySpace*).
- Avoid posting on student message boards.
- Be mindful of parents/ guardians who may attempt to get to know you personally.
- Under no circumstances meet with parents/guardians in a social setting or accept invitations to their homes.
- Do not text parents from your cell phone.
- Do not call parents from your cell phone.
- Remember to maintain a “professional distance” from parents and guardians at all times.
- Report any concerns involving inappropriate/ sexual/ violent comments from parents/guardians to your co-op and supervisor immediately.

16. Concerns Regarding Student Behavior

The student teacher should report any instances of inappropriate student behavior to the co-operating teacher immediately. Any incident where a student discloses any information regarding abuse or inappropriate advances to the student teacher must be reported to the cooperating teacher *immediately*.

Any incident where a student discusses self harm or harm to another student must be reported to the co-operating teacher *immediately*. If the co-operating teacher is unavailable, another individual (guidance counselor or principal) must be notified before the student is allowed to leave the school building.

As a general policy, it is strongly suggested that you refrain from physical contact with all of your students.

17. Weekly Seminar and Time Accrued Form

The Student Teaching Seminar will be held each Wednesday from 4:00 P.M.-5:00 P.M. ***Professional dress required at seminar!***

The seminar includes but is not limited to:

1. Sharing experiences encountered during week.
2. Resolving problems encountered during the week.
3. Discussing various topics in education.
4. Scheduling visitations and conferences.
5. Submitting required paperwork.
6. Presentations pertinent information by guest speakers and other education department faculty.
7. Developing the *Teacher Work Sample/ Special Education Portfolio*.

- Time Accrued Form

- The *Student Teaching Time Accrued Form* is utilized to document hours spent in the placement weekly. It is the student teacher's responsibility to have the cooperating teacher initial the packet on a weekly basis. The cooperating teacher will also note if the student teacher was not in the placement for the full day.
- The packet is reviewed with the college supervisor at each seminar and is submitted to the college supervisor at the exit conference and is uploaded by the candidate to *Task Stream*.
- The *Student Teaching Time Accrued Form* should be only used to record time spent in school, or in connection with a school-sponsored activity such as faculty meetings, field trips, and in-service meetings. **DO NOT INCLUDE** the time spent outside school in the preparation of plans and other activities. Student teachers are cautioned to be certain all documentation recorded in the packet is accurate. Misrepresentation of facts will result in a negative assessment on the final evaluation and grade for student teaching.

18. The Teacher Work Sample Portfolio

All candidates will complete a *Teacher Work Sample Portfolio* during their student teaching experience. The sample is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher's ability to:

1. analyze student data and assessments to determine learning needs.
2. design and develop standards-based instruction that meets student needs.
3. assess student learning prior to and during instruction and at the end of the unit.
4. reflect on the teaching and learning process and identify ways to grow and develop.

19. Special Education Portfolio

All candidates who elect to be certified additionally in special education will complete a separate portfolio.

Candidates are advised to review the specific requirements of their portfolio rubric early in the semester and begin collecting materials that can be utilized in the final portfolios.

20. Review of the Teacher Work Sample/ Special Education Portfolios

Preliminary work on the *Teacher Work Sample* and the *Special Education Portfolio* will be collected and reviewed at least twice during the semester at the discretion of the college supervisor.

21. Termination of Student Teaching Placement

Upon recommendation of the Director of Student Teaching, the Department Chairperson has the authority to terminate your placement if professional conduct is not maintained.

22. Final Grade Recommended by the College Supervisor

The following describe the assessments used by the college supervisor to determine final grade (the assessment tools used for each assignment are in parenthesis):

- A. Lesson Plan Binder Reviews (*PDE 430 Midterm and Final*)
- B. (4) Lesson Observations by college supervisor (*King's College Observation Grading Rubric*)
- C. (4) Lesson Observations by cooperating teacher (*1 Check List at the beginning of each placement and the King's College Observation Grading Rubric for the remaining observations.*)
- D. Videotaped Lesson Conference and Review (*King's College Observation Grading Rubric used at the time of the second College Supervisor's Observation.*)

E. Observations of Candidate Generally Meeting Professional Responsibilities
(*King's College Observation Grading Rubric and PDE Midterm and Final.*)

F. Input from the cooperating teacher(s).

- A (100-96), superior level of competency**
- A- (95-92), notable level of competency**
- B+ (91-89), good level of competency**
- B (88-85), satisfactory level of competency**
- B- (84-82), adequate level of competency**
- C+ (81-79), marginally satisfactory level of competency**
- C (78-75), minimal level of competency**
- C- (74-72) and D (71-70), below minimal level of competency**
- F (69-0), failure to meet basic standards of syllabus, including the satisfactory completion of field experience requirements**

Students experiencing special problems may be visited more frequently so that they can receive the additional help they need. An effective teacher possesses a wide variety of competencies. These competencies include but are certainly not limited to (1) Planning and Preparation; (2) Instruction; (3) Classroom Environment; and (4) Professional Responsibilities. During the professional semester, student teachers will be evaluated with these competencies in mind. All of the major competencies will be considered in determining a final grade in student teaching. **Note: if it is necessary for a student teacher to be given a Plan for Improvement, the highest grade that could be attained would be an A-. If the student teacher has to be placed on a Contract for Improvement, the highest grade that could be attained would be B+.**

Suggested Weekly Schedule of Responsibilities for Student Teachers Option A - One Placement

The student teaching assignment is for a period of sixteen (16) weeks in one classroom setting. The following weekly schedule for student teaching provides for the student teacher's gradual assumption of teaching responsibilities. ***This is a recommended timeline, but the actual schedule should be determined on an individual basis and developed cooperatively with the student teacher and the cooperating teacher.*** Some student teachers may be able to assume responsibilities earlier, while others might need more time and preparation.

Week One: Placement 1

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.
7. It is not recommended a student teacher totally take over a class this week.

Week Two

1. Continue observing cooperating teacher.
2. Where applicable, observe special classes (art, music, gym, home economics, special education, choir, etc.)
4. Assist the cooperating teacher with activities in the classroom.
5. Confer daily with the cooperating teacher.
6. Assume some daily routines.
7. Plan and teach at least one (1) period per day.
8. Schedule and plan for new subjects to be taught next week.
9. Begin to work on the *Teacher Work Sample*.

Week Three

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least two (2) periods per day.
3. Schedule and plan for new subjects to be taught next week.
4. Complete activities assigned by the College. At least one instructional bulletin board should be completed by this date by PK-4 student teachers.

Week Four

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach at least four (4) periods per day.
2. Schedule and plan any new subjects to be taught next week.
3. Work on the *Teacher Work Sample*.
4. Complete activities assigned by the College.

Week Five

1. Plan and teach at least five (5) periods per day.
2. Assume most of the classroom duties.
3. Continue working on the *Teacher Work Sample*.

Weeks Six to Fifteen

1. During this period of time, it is suggested that the student teacher assume all of the classroom responsibilities, if they have not done so already.
2. Continue preparing material for the *Teacher Work Sample*.

Last week

1. During this period of time, it is suggested that student teachers have their cooperating teachers begin to take back subjects.
2. The student teacher should complete the *Teacher Work Sample* and upload it to Task Stream on the date assigned by the College Supervisor.
3. Exit Interviews will be held on campus with the College Supervisor during the final week of student teaching.

Suggested Weekly Schedule of Responsibilities for Student Teachers Option B - Two Placements

The student teaching assignment is for a period of sixteen (16) weeks split into two approximately 41 day assignments. The following weekly schedule for student teaching provides for the student teacher's assumption of teaching responsibilities. *This is a suggested timeline, but the actual schedule should be determined on an individual basis and developed cooperatively with the student teacher and their cooperating teacher(s).* Some student teachers may be able to assume responsibilities earlier, while others might need more time and preparation.

Week One

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Start preliminary work on the *Teacher Work Sample*.

Week Two

1. Continue observing cooperating teacher.
2. Assist the cooperating teacher with activities in the classroom.
3. Confer daily with the cooperating teacher.
4. Assume some daily routines.
5. Plan and teach at least two (2) period per day.
6. Schedule and plan for new subjects to be taught next week.
7. Continue to work on the *Teacher Work Sample*.

Week Three

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least four (4) periods per day.
3. Complete activities assigned by the College. One instructional bulletin board should be completed by this date by PK-4 student teachers.

Weeks Four to Seven

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach all the classes assigned to the cooperating teacher, if this has not taken place already.
2. Complete activities assigned by the College and work on the *Teacher Work Sample*.

Last Week

1. During this week, it is suggested that the student teachers discuss with their cooperating teacher as to when their formal teaching will conclude in this placement.
2. The student teacher will contact the cooperating teacher for the second placement and arrange an introductory meeting.
3. The *Teacher Work Sample* should be completed and uploaded to Task Stream by the date assigned by the College Supervisor.

Week Nine: Placement 2

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.

Week Ten

1. Continue observing cooperating teacher.
2. Assist the cooperating teacher with activities in the classroom.
3. Assume some daily routines.
4. Plan and teach some periods.
5. Schedule and plan for new subjects to be taught next week.
6. Start working the *Special Education Portfolio*, if applicable.

Weeks Eleven to Seventeen

In addition to the activities and responsibilities previously assumed, the student teacher will

1. Plan and teach at least five (5) periods per day (or what is the regular assignment of of the special education cooperating teacher.)
2. Schedule and plan new subjects to be taught next week.
3. Work on the *Special Education Portfolio*, if applicable.

Last Week

1. During this period of time, it is suggested that student teachers discuss with their cooperating teachers as to when they will finish teaching in this placement.
2. The *Special Education Portfolio* should be completed and uploaded to Task Stream on the date assigned by the College Supervisor.
3. An exit interview should be scheduled with the College Supervisor.

APPENDIX I

King's College Lesson Plan

Student Teacher _____ Date _____

Grade _____ Subject _____ Topic _____

<u>PA Academic Standards</u>	
<u>PA Core Standards</u>	
<u>National Standards</u>	
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i>	<u>Assessment(s)</u> <i>Often formative.</i>
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i>	<u>Assessment(s)</u> <i>Often formative.</i>
<i>Add objectives, if needed.</i>	<i>Add assessments, if needed.</i>

Describe how you will differentiate instruction and create multiple pathways to meet the diverse needs of students.

Materials and Resources Needed *Include materials used by the teacher and students as well as audio-visual and computer technology.*

Anticipatory Set/Motivation *What "grabs" the students' attention? Sometimes takes the form of a review of a previous lesson.*

Procedures *Include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. Examples: input, modeling, guided practice& checking for understanding where appropriate. Give examples of how the student practices the expected performance (checking for understanding.)*

Closure *Helps students review what they learned in the lesson (see objectives.) Closure activities must involve all students.*

Assignment *Describe the independent practice/assignment that demonstrates how the students exhibit the behavior set forth in the objectives. (Complete problems, write a paper, complete a project, do research, etc.)*

Post Lesson Reflection for Observed Classes:

Upon the completion of the lesson, write a short reflection on the lesson including these areas:

1. academic strengths/areas to improve
2. classroom management strengths/areas to improve
3. any other additional reflections on the lesson

APPENDIX II

Standard Components of the King's College Lesson Plan

Instructional Objective(s)

State objectives in terms of what the pupils are expected to learn in observable form. Each objective should be linked to an assessment item.

Anticipatory Set/Motivation

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to gain the students' attention. Indicate the way the lesson will be started.

Materials and Resources

Describe the instructional materials to be utilized by the teacher and the students. Include audio-visual and computer technology.

Procedures/ Input/ Modeling

Describe the sequence and approaches to be followed in lesson development.

Guided Practice/ Checking for Understanding

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

Accommodations and Adaptations

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

Closure

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students and should relate to lesson objectives. Describe the end the instructional experience.

Assessment (s)

Numbered assessments are aligned with numbered instructional objectives. There should be a correspondence between the two items.

Independent Practice/ Assignment

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment

APPENDIX III

King's College Special Education Lesson Plan

Student Teacher _____ Date _____ Grade _____

Subject _____ Topic _____

PA State Standards _____

PA Core Standards _____

CEC Standards _____

Instructional Objective(s)

Materials and Resources Needed

Anticipatory Set/Motivation

Procedures (To include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. E.g., Input, Modeling, Guided Practice & Checking for Understanding where appropriate)

Adaptations and Accommodations

- small group instruction
- verbal prompts
- positive reinforcement
- immediate and specific feedback
- participation in fine motor/perceptual skills
- extended response time
- model/examples to follow
- teach small chunks at one time
- teach one concept until mastery
- direct reading program
- hands-on activities
- extended test time
- directions read aloud
- one-on-one instruction
- repetition of concepts
- other

Closure

Assessment

Areas of Strength/ Need/ Concern (Upon Completing Reflection of Lesson)

Academic:

Behavioral:

Additional Notes:

APPENDIX IV

**King's College Special Education Journal Entry
(to substitute for Lesson Plan when Co-teaching)**

Student Teacher _____ Date _____ Grade _____

Subject _____ Topic _____

Initials of Student(s) Assisted

Measurable IEP Goal for Student(s):

Accommodations or Modification(s) for student(s):

Strategy used for student(s) (from IEP):

Additional Notes:

APPENDIX V

STUDENT TEACHER ABSENCE FORM

I am requesting permission to be excused from student teaching for the dates and reasons described at the end of this request. I understand that I may be asked to make-up these dates/times at the end of my assignment in order to complete my student teaching obligation. I also understand that this request must be approved by my co-op and my supervisor. Failure to receive permission from all individuals will result in the request being denied.

Student Teacher: _____

Phone number: _____

Dates of expected absence: _____

Reason for absence:

Student Teacher Signature / Date

Please indicate the total number of absences to date, including this one.

Approved

Denied

Approved

Denied

Cooperating Teacher

King's College Supervisor

Except in the case of illness, or an emergency, this form must be given to the King's College Supervisor prior to the absence

APPENDIX VI

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24P.S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2), and (4) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6: Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School code of 1949 (24 P.S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

APPENDIX VII



**KING'S COLLEGE EDUCATION DEPARTMENT
PERMISSION FOR VIDEO RECORDING FORM**

Dear Parent/ Guardian,

As part of the student teaching experience at King's College, I am to be videotaped in one or more of my classes. The purpose of the videotape is to evaluate my teaching and the instruction given in a lesson. To fully evaluate the effectiveness of my teaching, it is necessary to videotape my interaction with the students.

I am requesting your permission to have your son/ daughter/ ward participate in the videotaping. The videotape will not identify your son/ daughter/ ward by full name, school, or personal information. The videotape will not be used for public viewing.

Please read the permission statement below. If you agree, please sign on the line and return the note to me.

Sincerely,

Student Teacher

Classroom Teacher

I give permission for my son/ daughter/ ward to participate in the videotaping of classroom lessons. I understand that the videotape will be used for educational purposes only and that my son's/ daughter's/ ward's identity will be protected.

Student _____ Date _____

Parent's or Guardian's Signature _____

APPENDIX VIII

HOW TO BECOME CERTIFIED IN PENNSYLVANIA

1. You must begin by creating an account on TIMS (PDE's website): [http://\(www.education.pa.gov/teachers%20-%20administrators/certifications/pages/default.aspx#tab-1](http://(www.education.pa.gov/teachers%20-%20administrators/certifications/pages/default.aspx#tab-1) (fastest way to get there — search PDE TIMS in Google — it's your first option)
2. Make sure you accurately complete the application (especially SSN)— you are not done until they ask for money. Make sure the page processes your credit card.
3. You are applying for an Instructional I certificate.
4. Search and select King's College using the link provided.
5. Complete the degree information. You may answer this question on or after the first day of their graduation month. For most candidates, this will be May 1st or December 1st.
6. Search and add the major area(s).
7. Complete the preparation program information. Be sure to add the Major Subject area.
8. Traditional students: Answer "YES" to both authorization questions.
9. If students are in post-baccalaureate programs they should add their undergraduate college but answer "NO" to the preparation program question and "NO" to both authorization questions.
10. Do NOT enter work experience in Section 4.
11. You will need information like your final cumulative GPA, undergraduate major, etc.
12. If you used any SATs or ACTS for your basic skills, make sure you tell that to Janice as she needs to do an extra step for you. If you don't tell her, you will likely not get approved as the state doesn't have these scores.
13. If you have a business office hold, make sure you clear that. We cannot process any certifications on our end until we have a release from the business office.
14. You now have a legal obligation to notify PDE of any address changes. You can do this in TIMS.
15. Put your PPID# (found in TIMS) in your phone. You will need this number for continuing education credits and any correspondence with the state regarding your certification. You may also give this to potential employers—they can go in to the PDE system and see the status of your application for certification. If they need to expedite your application, they can do this with your PPID number. Note: King's cannot expedite your application only a school district.
16. If you are applying for PK-4/SPED PK-8 — you can do this in one application. If you wait they will charge you an additional \$200.
17. If you are adding on a certificate through testing (for example — you are a Biology Major but also took and passed the Chemistry test), please let Janice know when you apply. If you have already taken the test and passed (you cannot use GPA) at the time you apply for the initial certification and you notify Janice, you will not be charged the extra fee. If you do not do this, you can complete an "Add-On" application and be charged the \$200 fee. If you have completed ESL, Autism, or STEM endorsement, you need to notify Janice at the time of your initial application to avoid the charge.

18. You will receive a confirmation email from PDE — check that email to see if anything else is needed. This is usually listed in the second block on the form.

19. If you have problems, please contact Janice Gavlick, Administrative Assistant.

General Notes:

1. If you are completing the standard application for PA for school districts, Dr. Carr (O'Hara 109) is willing to review your application and give you feedback to make it as strong as possible. As a former school district administrator, she has looked at a lot of these applications over the years and knows what districts are looking for.
2. If you'd like additional information on any of the King's Education Graduate Programs, please stop by to see the program directors or faculty in those programs:

Reading: Dr. Yurko (Rm.123)

Instructional Coaching: Dr. Yurko (Rm. 123)

ESL: Dr. Carr (Rm. 109)

STEM: Dr. Carr (Rm. 109) or Dr. Weiland (Rm. 122)

Autism: Dr. Yurko (Rm. 123)

Curriculum and Instruction:

Dr. Carr (Rm. 109)

Special Education: Dr. Yurko (Rm. 123) or Mr. Evans
(Rm.110)

3. If you want to retain copies of any of the documents in TaskStream, please go to the resources and "Pack It Up" (or individually save the documents you want to keep).
4. After Student Teaching, join the King's Education Facebook page for post job announcements, relevant PDE updates, etc. there.

Converting Instructional I to and Instructional II Certificate

- 22 PA Code Chapter 49, Certification of Professional Personnel as of September 1999.
- Pennsylvania currently has two levels of certification.
 - The *initial certificate, Level I*, is valid for **6 service years** in Pennsylvania, during which time **you must complete** established requirements.
 -
 - Upon completion of requirements, the Level I must be converted to a Level II certificate. If not converted, the Level I lapses and you cannot be employed in a Pennsylvania public school with a lapsed certificate.
- **Level I to Level II Requirements:**
 - Complete a PDE approved Induction Program
 - Complete three years of satisfactory service on a Level I certificate, verified by the chief school administrator of the employing school entity
 - Complete 24 semester credits (graduate or undergraduate level) or 24 PDE-approved IU credits beyond their initial bachelor’s degree. Semester credits must be earned at four-year degree-granting college/university.

Act 48 Ongoing Professional Development Requirement

- Act 48 Beginning July 1, 2000, Act 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every **five years** to maintain their certificates in active status.

Educators must earn **six (6) credits** of collegiate study; *or* six (6) credits of PDE-approved continuing professional education courses

Or **180 hours** of continuing professional education programs, activities, or learning experiences through a PDE approved provider; or any combination of the above every five years to maintain active certification status.

- The five-year period begins on the effective date of issuance of the educator’s initial Instructional I certificate.
- If a certificate holder does not complete the requirements of Act 48, the certificate(s) will become inactive after the five-year compliance period and the holder will be disqualified from being employed by a Pennsylvania public school.

Summary of Level II and Act 48 Requirements

Level I to Level II Certification	Act 48 Continuing Professional Education
<ul style="list-style-type: none"> • Within 6 years of teaching 	<ul style="list-style-type: none"> • For the rest of your life to maintain certification
<ul style="list-style-type: none"> • 3 years satisfactory service 	<ul style="list-style-type: none"> • 5 year cycle begins on date of certificate issuance
<ul style="list-style-type: none"> • 24 credits 	<ul style="list-style-type: none"> • 180 hours of PD or 6 credits

<ul style="list-style-type: none"> • PDE Approved Induction Program 	<ul style="list-style-type: none"> • 50 hours can be carried over in case that you overload hours
<ul style="list-style-type: none"> • Note: College credits will fulfill the Act 48 requirement for this five year cycle if 6 credits are taken within the five years after your certificate is issued 	<ul style="list-style-type: none"> • Note: You can monitor your ACT 48 hours within the Professional Education Record Management System (PERMS)

Free Professional Development on PA Standards Aligned System (SAS) for Act 48 Credit

Follow the directions below to preview and/or register for the FREE online SAS professional development courses:

- Go to www.pdesas.org
- Create a login for this system! When you obtain your Professional Personal Identification Number (PPID), you must enter this number within your profile to get credit for Act 48 hours earned through the SAS site.
- Login at the top right side of the screen
- Then click “My SAS Tools” at the top right
- Click the “PD Center” Icon (You may need to provide your login information again)
- After logging in to the PD center, click the **menu** at the top right side of the screen and select “Course Catalog/Registration”
- You will see be able to select “Act 48” under “Course Options” to view the courses available. Click “Options” to preview and/or register for the course.
- Courses typically range from 5 hours to 30 hours of Act 48 credit so be sure to look at the hours before selecting the course(s) in which you’d like to participate.

If you need assistance with registering for online SAS courses, the SAS Help Desk is available to provide you with support by phone (1.877.973.3727) or via email (helpdesk@pdesas.org).

Join Us on Social Media!

- Facebook: King’s College Education Department
- Twitter: @kingseduc
- Instagram: kingscollegeeducation

Please share your contact information as you obtain employment! There is a form pinned to the King’s Education Facebook Page or you are free to email anyone in the department.