



SCHOOL OF THE ARTS,
HUMANITIES, EDUCATION,
AND SOCIAL SCIENCES
EDUCATION

Student Teaching Handbook

*A Field Experience Guide for all Education Majors, Cooperating
Teachers and College Supervisors participating in
Stage 4 of Clinical Practice*

<http://www.ycp.edu/field-services>

August 2025

OVERVIEW OF STUDENT TEACHING

Student teaching offers a unique opportunity for future educators to observe and engage with the dynamic relationship between educational theory and classroom practice. Throughout this experience, Student Teachers will be immersed in real-world teaching and learning environments, gaining valuable insights into the profession.

As Student Teachers embark on this meaningful journey, they are encouraged to actively reflect on their strengths and areas for improvement. Ongoing self-assessment and professional development are essential to success. Everyone involved in this process—Student Teachers, Cooperating Teachers, and College Supervisors—shares a commitment to supporting PK–12 student growth and ensuring a productive, enriching experience for all.

STUDENT TEACHING ELIGIBILITY REQUIREMENTS

Students must complete a student teaching application approximately one year prior to their professional semester. This process is completed in collaboration with their academic advisor, who must approve the final application.

In addition to the required coursework for their Education major, students must meet the following eligibility requirements by the first day of the last month of the semester preceding the Student Teaching Semester:

- A cumulative GPA of 3.0 or higher
- A TB test signed by a licensed healthcare professional*
- Three background clearances, each indicating no record of arrests or convictions*

** Student teachers are responsible for submitting these documents to both their placement district and the York College of Pennsylvania Department of Education.*

Certification Exams and Graduation Requirements

York College of Pennsylvania does not require student teachers to pass Pennsylvania certification exams in order to graduate. However, the College strongly recommends that all education majors apply for Pennsylvania teacher certification.

To become certified in Pennsylvania, students must:

- Register for and pass the appropriate certification exams for their intended certification area(s)
- Maintain a minimum cumulative GPA of 3.0
- Successfully complete all education coursework and student teaching
- Demonstrate good moral character

Most students complete their certification exams during the semester prior to student teaching, over the break before student teaching, or at the beginning of their student teaching

semester.

As an approved Pennsylvania institution of higher education, York College of Pennsylvania prepares students to meet the state's certification requirements. The Pennsylvania Department of Education (PDE) informs York College of Pennsylvania's Department of Education of all PDE teaching certification requirements. Other state's do not contact York College of PA with their certification requirements. Therefore, students who intend to teach in a state other than Pennsylvania are responsible for researching and fulfilling that state's specific certification requirements, which may include additional coursework or alternative certification exams.

For more information about certification, visit:

PA Department of Education: <https://www.pa.gov/agencies/education/programs-and-services/educators/certification.html>

York College Field Services: <http://www.ycp.edu/field-services>

STUDENT TEACHER- ROLE AND RESPONSIBILITIES

The student teaching experience is a vital capstone in teacher preparation. It is designed to support the development of confident, competent, and reflective educators. The following roles and responsibilities outline expectations for all student teachers during their placement.

Preparation & Communication

- Contact both the Cooperating Teacher and College Supervisor before the start of the semester to introduce yourself and schedule initial meetings.
- Follow the York College of Pennsylvania academic calendar only for the start date, end date, and any evening, face-to-face, or online coursework (some students choose to start early- this is optional).
- Compose and send a letter of introduction to parents (this must be approved by the Cooperating Teacher prior to distribution).
- Adhere to the placement school's calendar, daily schedule, holidays, professional development days, policies, and the expectations of the Cooperating Teacher.
- Maintain consistent communication with the Cooperating Teacher and College Supervisor throughout the experience.

Professional Conduct & Expectations

- Abide by all school policies and the Pennsylvania Code of Professional Practice and Conduct for Educators.
- Demonstrate York College of Pennsylvania's Department of Education *Professional and Personal Dispositions* during the experience. These behaviors include the following:
 - Competence in written and oral expression
 - Professional attitude
 - Personal enthusiasm
 - Ethical, moral character
 - Personal organization
 - Ability to meet deadlines
 - Good interpersonal skills

- Ability to accept and profit from constructive criticism
- Personal maturity
- Use of prudent judgment
- Class attendance
- Demonstrated professional growth in planning, lesson execution, and reflection at a level expected for the identified stage of field experience
- Exhibit professional behavior in appearance, language, punctuality, and reliability.
- Limit extra-curricular commitments (e.g., work, sports, clubs) to ensure full focus on the student teaching experience.
- Attend all required days of student teaching. Absences are permitted only for:
 - Personal illness (a doctor's note may be required)
 - Death of an immediate family member
 - Job interviews or job fairs
 - State certification exams (if no evening or weekend options are available)

Instructional Practice & Classroom Integration

- Participate actively in daily classroom routines and instructional activities to develop practical teaching skills.
- Apply educational theory in real-world teaching by gradually taking on instructional and classroom management responsibilities.
- Design and implement effective, developmentally appropriate, standards-based lessons
- Use formative and summative assessments to evaluate student learning and adjust instruction accordingly.
- Differentiate instruction to meet the needs of diverse learners.
- Demonstrate competence in setting instructional goals, monitoring student progress, and reflecting on outcomes.
- Employ effective classroom management strategies for both individuals and groups
- Understand and value inclusive and individualized teaching across all areas of the curriculum.

Collaboration & School Community Engagement

- Demonstrate enthusiasm for teaching and a willingness to learn from colleagues and mentors.
- Cooperate with all members of the school community in a respectful and professional manner.
- Engage in parental and school communication and activities. (Do not initiate contact with parents or schedule parent-teacher conferences without the approval of the Cooperating Teacher).
- Ensure the Cooperating Teacher is present for all parent interactions and approves all written communication.

Reflection & Professional Growth

- Engage in regular self-reflection to identify strengths and areas for growth.
- Actively seek and apply feedback from the Cooperating Teacher and College Supervisor.
- Demonstrate growth in planning, instruction, assessment, and classroom presence as appropriate for your stage of teacher development.
- Meet all Student Teaching Competencies outlined by the Pennsylvania Department of Education (see *Supporting Documents* section of this handbook).

COOPERATING TEACHER- ROLE AND RESPONSIBILITIES

The Cooperating Teacher serves a vital role in the Student Teaching experience, providing daily mentorship, professional guidance, and essential feedback to support the development of the Student Teacher. As the teacher of record, the Cooperating Teacher maintains ultimate responsibility for the classroom and the PK–12 students. York College of Pennsylvania’s student teaching model places students in full-time, on-site positions as part of their Professional Semester in Teacher Education. The partnership with experienced educators in the field is key to helping student teachers grow into competent, confident professionals.

Qualifications

Cooperating Teachers must meet the following criteria:

- Have a minimum of three years of satisfactory, certified experience.
- Possess at least one year of certified teaching experience within the school entity where the student teacher will be placed.
- Hold a valid PDE certification in the same subject area in which they will be mentoring the student teacher

Key Responsibilities and Expectations

- **Provide Professional Guidance and Support**

Offer ongoing support, encouragement, and constructive feedback. The Cooperating Teacher is encouraged to provide regular verbal and written input that helps the Student Teacher grow in both skill and confidence.

- **Establish a Progressive Teaching Role**

Student Teachers enter the classroom with extensive prior field experience and should begin the semester by assuming carefully selected responsibilities. The Cooperating Teacher is best positioned to determine the scope, sequence, and pace of involvement based on the Student Teacher’s individual strengths and areas for growth.

- **Gradually Release Responsibility**

As the Student Teacher demonstrates readiness, increase their instructional responsibilities. They should be encouraged to make decisions, try new strategies, and take instructional risks. Occasional mistakes are expected and are an important part of the learning process.

- **Foster Independence**

Allow the Student Teacher to assume full instructional and classroom management responsibilities over time. As their competence grows, gradually step back and permit the Student Teacher to lead without immediate supervision—including leaving the room when appropriate.

- **Engage in Co-Teaching**

Utilize co-teaching strategies to collaboratively support student learning and provide the Student Teacher with experience in team-based instruction. The Cooperating Teacher may determine the type and extent of co-teaching methods utilized.

- **Include in the Professional School Community***

Involve the Student Teacher in all relevant school activities, including:

- Professional development and in-service days

- Parent-teacher events and conferences
- IEP, 504, MTSS, team meetings, etc.
- Faculty meetings and school-wide events

** All parent communication must be approved and overseen by the Cooperating Teacher. The Cooperating Teacher should attend all meetings with parents and review any written communication before it is sent.*

- **Provide Ongoing Feedback and Evaluation**

Maintain open communication with the College Supervisor to provide feedback on the Student Teacher’s performance. This includes participating in formal mid-semester and end-of-semester evaluations using the *Student Teaching Evaluation of PDE Stage 4 Competencies*. While the Cooperating Teacher does not assign a final grade, their input is a critical part of the assessment process.

- **Submit a Letter of Recommendation**

At the end of the semester, the Cooperating Teacher is expected to write a letter of recommendation for the Student Teacher on school or personal professional letterhead, to support future job applications. Parameters for that letter can be found in a subsequent section of this Handbook.

Honorarium and Recognition

York College of Pennsylvania values the time, dedication, and professional expertise of Cooperating Teachers. A stipend is provided near the end of the semester, contingent upon submission of the required W-9 form to the College.

COLLEGE SUPERVISOR- ROLE AND RESPONSIBILITIES

The College Supervisor serves as the liaison between York College, the Student Teacher, the Cooperating Teacher, and the host school. Their primary role is to ensure that the Student Teaching experience is constructive, professional, and aligned with program expectations. The College Supervisor provides consistent support and feedback and holds responsibility for assigning the Student Teacher’s final grade. This determination is based on the Student Teacher’s performance and informed by regular communication and feedback from the Cooperating Teacher.

Qualifications

College Supervisors must meet the following criteria:

- Hold a minimum of a master’s degree in an education-related field
- Possess at least five years of teaching experience in elementary or secondary education (public or private)
- Demonstrate experience and/or certification in supervision or administration (e.g., principal, superintendent, department chair, program supervisor) **OR** active employment as a faculty member at York College
- Exhibit prior leadership experience in educational settings

Key Duties and Responsibilities

- Serve as a liaison between York College and the assigned placement school.
- Communicate regularly with the Department of Education’s Field Services Division using

the assigned YCP email account.

- Conduct an initial meeting with each Student Teacher prior to the start of the semester. During this meeting, expectations and evaluation procedures are discussed. Student Teachers are responsible for scheduling this meeting using contact information provided in their assignment email.
- Foster a collaborative relationship with the Cooperating Teacher, Student Teacher, and relevant school personnel.
- Coordinate with the Cooperating Teacher in supporting, observing, and evaluating the Student Teacher throughout the semester.
- Conduct 8–10 site visits per semester (minimum of 4 per placement for dual special education placements). These visits may include observations, informal check-ins, and evaluation conferences. At least 6 of these visits must be lesson observations.
- Observe and formally evaluate the Student Teacher teaching a minimum of six lessons. Each observation must be followed by a post-conference (in-person or virtual) to provide constructive feedback.
- Use the official York College Visitation Form to document all observations and site visits. Each form should strengths, and specific recommendations for growth. Copies must be provided to both the Student Teacher and Cooperating Teacher, while the Supervisor retains the original signed document.
- Review the Student Teacher’s Notebook (physical or digital) during each visit to ensure all required materials are up to date.
- Lead two evaluation conferences (mid-semester and end-of-semester) with the Cooperating Teacher and Student Teacher.
- Consult with Field Services if progress is not evident after multiple suggestions and support to determine whether an Improvement Plan should be implemented.
- Submit all PDE430 scores and final grade to Field Services.
- Submit a Mid-Semester Progress Report in Spartan Success.
- Determine and enter the final grade in the York College Portal based on the cumulative score from the PDE 430, following the grading scale provided in this handbook.
- Submit all required paperwork and documentation at the end of the semester. A checklist for requirements will be provided.
 - Completed visitation forms
 - Evaluation forms
 - Final recommendation letters
 - A completed travel log using the official mileage log provided each semester via the College Supervisor website. Mileage should be recorded using the shortest distance from either:
 - Home to school to home
 - York College to school to York College
- Compensation for College Supervisors is determined annually by the Office of the Provost. Supervisors are paid the equivalent of one credit hour per Student Teacher supervised.

STUDENT TEACHER REQUIRED NOTEBOOK

Each Student Teacher is required to maintain a Student Teaching Notebook throughout the

semester. This notebook must be established before the first day of Student Teaching and kept up to date. The format—either hard copy or digital—must be approved by the College Supervisor.

The notebook must be clearly divided into the following labeled sections:

- **Student Teaching Handbook**

- Include a complete copy of this Student Teaching Handbook for reference throughout the semester.

- **Reflection Log**

- Begin the log immediately and complete one entry at the end of each week.
- Each entry should consist of at least two thoughtful paragraphs reflecting on teaching experiences, classroom interactions, and key lessons learned.
- The log must be typed and submitted along with the schedule for the upcoming week to the College Supervisor.
- Deadlines for submission are determined by the College Supervisor and must be followed.

- **Lesson Plans**

- Begin using the York College of Pennsylvania lesson plan format found in the on the York College Field Services webpage.
- With approval from the Cooperating Teacher and College Supervisor, you may transition to a variation of your placement school's lesson plan format.
- Lesson plans must be typed, detailed, logically sequenced, and free of grammatical errors.
- Submit plans to the Cooperating Teacher at least two days in advance or as directed by them for feedback and approval.
- Each lesson plan must be initialed by the Cooperating Teacher before instruction.
- The College Supervisor may request lesson plans at any time.

- **Observations of Other Teachers**

- Complete a *minimum of five observations* of other teachers, each covering at least one subject or period.
- Observations may be arranged within your placement school or at other schools in the district with assistance from your Cooperating Teacher.
- Each observation report should include:
 - A narrative of what was observed
 - Teaching strategies and instructional activities used
 - Classroom management details (organization, transitions, discipline, engagement)
 - Reflections on what strategies you may incorporate into your own teaching and goals based on what was observed

- **Evaluation Copies**

- Include the Mid-Semester Evaluation
- Include the End-of-Semester Evaluation

- **Student Teaching Visitation Forms**

- The College Supervisor completes a Visitation Form during each visit or observation.
- Forms must be signed by both the Student Teacher and the College Supervisor, and copies shared with the Cooperating Teacher.

- **Checklist of Student Teaching Responsibilities**

- Include the checklist found on the website.
- Submit the completed checklist to the College Supervisor by the designated deadline.

- **Miscellaneous**

- **Student Growth Project**

- Include a report summarizing a unit or lesson that used both a pre-test and post-test to show student growth.
- Reflection on student progress and instructional effectiveness should be included.
- Additional guidelines are found in the *Supporting Documents* section.

- **Optional Materials**

- You may include other relevant resources, ideas, or materials that support your growth as an educator.

Notebook Availability

The Student Teaching Notebook must be available at every College Supervisor visit. At the end of the semester, the College Supervisor may collect it temporarily to assist in preparing the final evaluation. The notebook will then be returned to the Student Teacher, who should retain it as a professional resource moving forward.

PROGRESSION (FLEXIBLE)

The following progression outlines a typical semester for Student Teachers, but this should remain **flexible**. Co-teaching strategies between the Student Teacher and Cooperating Teacher may be utilized at any or all stages to best support student learning and professional growth.

**Some Student Teachers may have completed field experience the previous semester in the same classroom where they are now student teaching. If so, they may progress more quickly through these stages due to their existing familiarity with classroom routines and district policies.*

Standard Progression

(Early Elementary, Middle Level, Secondary, Special Education–Only Majors)

Stage	Suggested Timeframe
Observation and Demonstration	Weeks 1–3
Increasing Responsibility	Weeks 4–8
Full Load	Weeks 9–12
Culmination and Evaluation	Weeks 13–16

Dual Major Progression

(Early Elementary/Special Education and Middle Level/Special Education)

Stage	General Education Timeframe	Special Education Timeframe
Observation and Demonstration	Weeks 1–2	Weeks 8–9
Increasing Responsibility	Weeks 3–4	Week 10
Full Load	Weeks 5–6	Weeks 11–14
Culmination and Evaluation	Week 7	Week 16

It is recommended that the Cooperating Teacher and Student Teacher collaboratively create a teaching calendar that outlines which subjects, preps, or periods the Student Teacher will lead each week. This calendar should be shared with the College Supervisor.

Observation and Demonstration (Weeks 1–3)

This stage is focused on orientation, relationship building, and foundational skill development. The Student Teacher gradually becomes more involved in classroom routines while observing effective instructional practices.

Suggested Activities for Cooperating Teachers:

- Gather materials for the Student Teacher (schedules, seating charts, curriculum guides, etc.).
- Introduce the Student Teacher to school personnel, building layout, policies, and procedures.
- Discuss classroom expectations: management, grading, communication, and behavior norms.
- Familiarize the Student Teacher with the school community and student demographics.
- Model instructional strategies, planning processes, and classroom management techniques.
- Introduce the Student Teacher to students and families as appropriate.
- Begin informal discussion of lesson planning strategies and reflection habits.

Suggested Activities for Student Teachers:

- Write and submit an introductory letter to families (approved/sent by the Cooperating Teacher).
- Take attendance and lead daily routines (morning meeting, bellringers, calendar work, etc.).
- Assist with distributing and collecting materials and student work.
- Participate in instructional activities such as read-alouds, small group facilitation, or monitoring independent work.
- Provide individual or small-group support.
- Observe other teachers in the school to identify a variety of teaching methods and classroom environments.
- Begin leading at least one subject or period, if appropriate.
- Start scheduling and completing tasks on the *Student Teacher Responsibilities Checklist* (found on the Field Services webpage).

Increasing Responsibility (Weeks 4–8)

During this stage, the Student Teacher takes on more instructional responsibilities with increasing independence. A “gradual release” model is encouraged, adding one or two new subjects or periods per week as appropriate.

Key Expectations:

- The Cooperating Teacher and Student Teacher should consult daily and work collaboratively, potentially using co-teaching strategies.
- All lesson plans must be reviewed, approved, and initialed by the Cooperating Teacher.
- The Student Teacher should be encouraged to experiment with instructional strategies and reflect on their effectiveness.
- The Cooperating Teacher begins to step out of the classroom periodically to promote Student Teacher autonomy.
- Opportunities to observe or assist during parent-teacher conferences may be provided.

Mid-Semester Evaluation:

A formal mid-semester evaluation conference will be held with the Student Teacher, Cooperating Teacher, and College Supervisor. At this time:

- Both the Student Teacher and Cooperating Teacher complete a final Student Teaching Evaluation of PDE Stage 4 Competencies.
- The College Supervisor completes and shares the PDE 430 form with the Student Teacher.
- Goals for the remainder of the semester are identified.

Full Load (Weeks 9–12)

The Student Teacher should now be managing the full instructional day. While the Cooperating Teacher remains available, they are encouraged to give the Student Teacher space to lead independently. However, on some occasions, the Cooperating Teacher and College Supervisor determine that more of a co-teaching model should be used to best accommodate the PK-12 learners.

- Full-day teaching responsibilities should reflect the standard workload of the Cooperating Teacher.
- Co-teaching may still be used strategically.
- If a Student Teacher is not ready to handle a full load, the Cooperating Teacher and College Supervisor may adjust expectations and discuss potential grading implications.

Culmination and Evaluation (Weeks 13–16)

In the final weeks, the Cooperating Teacher begins to re-assume instructional responsibilities. The focus shifts to reflection and preparation for professional employment.

Final-Semester Evaluation:

A formal mid-semester evaluation conference will be held with the Student Teacher, Cooperating Teacher, and College Supervisor. At this time:

- The Cooperating Teacher writes a final evaluation letter on school or teacher letterhead. Refer to the *Final Letter of Reference Guidelines* found later in this Handbook.
- Both the Student Teacher and Cooperating Teacher complete a final Student Teaching Evaluation of PDE Stage 4 Competencies.
- A final three-way conference is held with the College Supervisor to discuss progress and final outcomes.
- The College Supervisor completes and shares the PDE 430 form with the Student Teacher.

The PDE 430 final rating determines the student teacher grade (see chart later in this Handbook). The College Supervisor verbally shares the grade with the Student Teacher.

CONFERENCES

Conferencing is a critical component of the student teaching experience, serving as a key method for feedback, support, and professional growth. These conversations allow the Cooperating Teacher and College Supervisor to guide, coach, and assess the Student Teacher throughout the semester.

Most conferences will occur informally—especially between the Student Teacher and Cooperating Teacher—throughout the school day. Informal conferences may also happen during the College Supervisor’s visits, either with the Student Teacher, the Cooperating Teacher, or both.

In addition, scheduled formal conferences will take place at designated points in the semester. These meetings are evaluative in nature and allow all stakeholders to assess progress and set goals for continued growth.

Types of Conferences

- **Two-Way Conferences**
 - Student Teacher and Cooperating Teacher
 - Student Teacher and College Supervisor
 - Cooperating Teacher and College Supervisor
- **Three-Way Conferences**
 - Student Teacher, Cooperating Teacher, and College Supervisor

Common Conference Topics

- *Framework for Teaching: The Four Domains* (see *Supporting Documents* section)
- Lesson planning and instructional preparation
- District curriculum
- Classroom management and learning environment
- Student engagement and relationship building
- Professional conduct and communication
- School and district policies and procedures
- Family and community engagement (Note: the Cooperating Teacher must be involved in any parent communication)
- Evaluation and assessment

Tips for Productive Conferences:

- Identify specific goals or focus areas in advance.
- Offer clear, actionable feedback.
- Provide constructive suggestions alongside encouragement.
- Foster a supportive, growth-oriented atmosphere.
- Highlight both strengths and areas for improvement.
- Collaboratively set measurable and observable goals.
- Consider using a dialogue journal to track feedback and reflection.
- Keep in mind: this is a learning process—progress over perfection is the goal.

EVALUATION

The College Supervisor is responsible for determining the Student Teacher's final grade. This grade is based on observations, consultations with the Cooperating Teacher, and review of all submitted work, including evaluations and the Student Teacher Notebook (if requested).

Mid-Semester Evaluation

- A Mid-Term Evaluation Conference takes place around the midpoint of the semester.
- The Student Teacher and Cooperating Teacher each complete the *York College of Pennsylvania Student Teaching Evaluation of PDE Stage 4 Competencies* independently.
- The College Supervisor then schedules a three-way conference to discuss both completed evaluations.
- Following the conference, the College Supervisor will complete the mid-term *PDE 430* form, as required by the Pennsylvania Department of Education (PDE).
- A follow-up meeting between the Student Teacher and College Supervisor will be held to review and sign the PDE 430. This meeting is confidential and does not include the Cooperating Teacher unless the Student Teacher chooses to share the form.
- All mid-semester evaluation forms (2 Competency Evaluations and 1 PDE 430) will be retained by the College Supervisor for submission at the end of the semester.
- Student Teachers and College Supervisors are encouraged to reference the PDE's *Educator Effectiveness Observation & Practice: Framework for Evaluation – Pre-Service Teacher* document. This resource outlines expectations and performance criteria for each domain in the PDE 430.
- The College Supervisor must submit a mid-semester progress report in York College's Spartan Success Network.

End-of-Semester Evaluation

- A Final Evaluation Conference will be scheduled by the College Supervisor. This three-way meeting will include:
 - Review of the final *Student Teaching Evaluation of PDE Stage 4 Competencies* completed by both the Cooperating Teacher and the Student Teacher.
 - Submission of a typed Final Evaluation/Reference Letter by the Cooperating Teacher (see guidelines below).
 - Original goes to the Student Teacher.
 - A copy is provided to the College Supervisor.
 - Submission of the signed *Checklist of Student Teaching Responsibilities* by the Student Teacher.
 - Optional submission of the Student Teacher Notebook for final grade consideration (to be returned to the Student Teacher).
- A separate Final Evaluation Conference between the Student Teacher and College Supervisor will be held to:
 - Review the College Supervisor's Final Evaluation/Reference Letter (typed on York

- College letterhead).
 - Original goes to the Student Teacher.
 - A copy is retained by the College Supervisor.
- Review and sign the Final PDE 430 form.
 - Student Teachers and College Supervisors are encouraged to reference the PDE's *Educator Effectiveness Observation & Practice: Framework for Evaluation– Pre-Service Teacher* document. This resource outlines expectations and performance criteria for each domain in the PDE 430.
 - This document remains confidential and may only be shared with York College personnel or others at the discretion of the Student Teacher.
 - A signed copy is furnished to the student teacher. A signed copy is retained by the College Supervisor for submission to the College.
- At this time, the College Supervisor will also communicate the Final Student Teaching Grade verbally to the Student Teacher (see chart later in this Handbook which includes how the PDE 430 scores are converted to a grade).

Letter of Completion

A *Letter of Completion*, signed by the College's Certification Officer, will be emailed to eligible students on or near the final day of Student Teaching from the YCP Department of Education Office (LS134), provided the Student Teacher has met all the following conditions:

- On track to pass Student Teaching and any required concurrent coursework.
- A cumulative GPA of 3.0 or higher.
- All required PDE testing has been passed, with scores on file at the College.
- Graduation/program completion has been confirmed by the Records Office, including payment of the graduation fee.

Some school districts/institutions may accept the Letter of Completion as a temporary teaching license until the Student Teacher receives their official certification from the Pennsylvania Department of Education.

Final Letter of Reference Guidelines

All Cooperating Teachers and College Supervisors are required to provide a final, typed reference letter on appropriate letterhead. Letters must include the following:

Header Information:

- Student Teacher's full name
- Semester and year of student teaching
- Cooperating Teacher's full name
- Grade level(s) or subject area

Footer Information:

- Evaluator's full name, title, signature, and date

Body of Letter:

Include comments on:

- Planning and preparation
- Classroom management and environment
- Instructional strategies
- Professional conduct

Clearly state a recommendation level:

- Unconditionally recommend
- Very highly recommend
- Highly recommend
- Recommend
- Recommend with reservations

Determination of Final Grade

The Student Teacher’s final grade is determined by the College Supervisor, based primarily on the Final PDE 430 Evaluation Form. The following chart outlines the correlation between PDE 430 scores and the final York College of Pennsylvania grade:

PDE 430 Score	PDE Rating Descriptor	YCP Final Grade
12	Exemplary (11–12): Mirrors that of an accomplished novice educator.	4.0
11		4.0
10	Expected (8–10): Aligns with the standard expectations of an effective novice educator.	3.5
9		3.0
8		3.0
7	Emergent (4–7): Shows potential for development into a proficient novice educator.	2.5
6		2.5
5		2.0
4		2.0
3	Unsatisfactory (0–3): Does not meet certification expectations. Is ineligible for certification.	1.0
2		0.0
1		0.0
0		0.0

Note: To qualify for certification through the Pennsylvania Department of Education, Student Teachers must earn a total score of 4 or higher on the PDE 430, with no individual domain score marked as “Unsatisfactory” (1).

Student Teachers and College Supervisors should refer to the PDE’s *Framework for Evaluation – Pre-Service Teacher* document when reviewing or completing the PDE 430.

END OF SEMESTER

Student Teacher

- Submit all required documents to the College Supervisor, as requested.
- Submit all passing certification exam scores (if applicable) to the York College of Pennsylvania

Department of Education Office.

Note: Certification exams are not required for graduation, but are required to receive a Letter of Completion or to pursue state certification.

• If seeking Pennsylvania certification, apply through the Pennsylvania Department of Education (PDE) website. Requirements include:

- Application may not be submitted prior to the month of graduation
- All required certification exams must be passed with qualifying scores
- A cumulative GPA of 3.0 or higher is required
- Student teaching and all required coursework must be successfully completed
- A total rating score of 4 or higher, with no individual domain score marked as “Unsatisfactory” (1) on the PDE430
- Good, moral character exhibited throughout the program
- All certification exam and application fees are the responsibility of the student
- Each student must complete and submit their own application
- *Application instructions and materials are available at education.pa.gov*

Cooperating Teacher

- Submit all required documents to the College Supervisor, as requested
- Provide the Student Teacher with a final letter of reference
- A stipend check will be mailed near the end of the semester, provided a completed and signed W-9 was submitted to the Department of Education at the beginning of the semester

College Supervisor

- Submit all required documents, including the College Supervisor Checklist for each Student Teacher, to the YCP Department of Education by the designated deadline
- Submit PDE 430 scores and final grade on the electronic form provided by Field Services
- Enter the final Student Teaching grade online when the grading window opens, which will appear on the Student Teacher’s transcript
- Provide the Student Teacher with a final letter of reference

ADDITIONAL INFORMATION

- York College of Pennsylvania has a specific policy regarding student teachers serving as substitute teachers. Please refer to the “Substituting While Student Teaching” policy located in the *Supporting Documents* section of this Handbook.
- In the event of a prolonged disruption at a student teaching placement—such as a strike or extended illness—the College Supervisor should promptly contact the Division of Field Services for further guidance.
- If a Student Teacher is not making sufficient progress despite feedback and support, the College Supervisor should contact the Division of Field Services. If deemed necessary, an Improvement Plan will be implemented. The College Supervisor is responsible for creating the plan using the approved template (available on the College Supervisor page of the website), outlining specific, measurable goals within a set timeframe. Progress must be reported periodically to the Division of Field Services. If the Student Teacher does not demonstrate adequate improvement and is predicted to earn below a grade of “2,” the student may be advised to withdraw from student teaching rather than receive a failing grade.
- Student Teachers may be withdrawn from their assignment for various reasons, including

personal concerns, interpersonal conflicts, professional disposition, or insufficient performance. If a Student Teacher requests withdrawal, or if the College Supervisor determines that withdrawal is necessary, the College Supervisor must consult with the Division of Field Services. The discussion to withdraw should involve collaboration between the College Supervisor, Cooperating Teacher, Division of Field Services, and the Chair of the Department of Education. A meeting with the student may be scheduled, and the final decision rests with the Chair. However, if a school district or Cooperating Teacher requests the discontinuation of the placement, the student will no longer be able to continue in the professional semester.

- Any student removed from student teaching due to performance or placement concerns will not be eligible to re-enter the Professional Semester at York College of Pennsylvania.
- In some cases, students withdrawn from student teaching may be offered an alternative course (EDU480: Alternate Education Pathway), if credits are still needed for graduation. This option is at the discretion of the Chair of the Department of Education. The College Supervisor will continue working with the student in this course, which provides a guided, focused study. If successfully completed, EDU480 may allow the student to graduate with a degree in Education. However, students who do not complete student teaching, are ineligible for teaching certification, even if they pass EDU480. Students who pursue this pathway may choose to seek certification through another institution after graduation but cannot return to any York College program that leads to initial teacher certification (undergraduate or post-baccalaureate). The other institution will decide what coursework the student will need to complete their program. More details are available in the *Alternate Education Pathway Handbook*, available from the Division of Field Services.
- Students who take a medical withdrawal from student teaching and do not complete EDU480 may request re-entry into the Professional Semester. This request requires a meeting with the Director of Field Services and the Chair of the Department of Education. Re-entry following a medical withdrawal is at the Chair's discretion. A student withdrawing for medical reasons may register for the Professional Semester a maximum of two times, including the term of the medical withdrawal. Students planning to return after a medical leave may be required to complete additional coursework and must consult with the Chair of the Department of Education, their academic advisor, and the Coordinator of Field Services to reapply for student teaching.

SUPPORTING DOCUMENTS

*Please refer to
York College of Pennsylvania's
Field Services webpage*

<http://www.ycp.edu/field-services>

for all necessary documents, such as:

- ◇ Most up-to-date version of this Handbook
- ◇ Student Teaching Application
- ◇ York College of PA required Lesson Plan Template
- ◇ Student Teacher Responsibilities Checklist
- ◇ Evaluation: *Student Teaching Evaluation of PDE Stage 4 Competencies*
- ◇ Evaluation: *PDE-430*



Student Teaching Competencies

All Instructional Certificates Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate:
	1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
	2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.
	3. Plans instruction that is responsive to the age and/or related characteristics of their students.
	4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
	5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
	6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.
B. Classroom Environment	The candidate:
	1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
	2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
	3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
	4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
	5. Engages in proactive communication with families and community contacts.
	6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.
C. Instructional Delivery	The candidate:
	1. Uses effective verbal and non-verbal communication techniques.

	2. Uses effective questioning and discussion techniques.
	3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
	4. Uses instructional technology and assesses its impact on student learning.
	5. Provides appropriate progress feedback to students in a timely manner.
	6. Uses active student engagement during instructional delivery.
	7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
	8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
	9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
	10. Clearly communicates instructional goals, procedures and content.
	11. Accesses communication technologies to communicate with families regarding student progress.
D. Professional Conduct	The candidate:
	1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
	2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
	3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
	4. Avoids inappropriate relationships, conduct and contact with students.
	5. Applies safety precautions and procedures.
	6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
	7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.
E. Assessment	The candidate:
	1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
	2. Makes norm-referenced and criterion-referenced interpretations of assessment results.

	3. Applies interpretations to inform planning and instruction for groups and individual students.
	4. Applies interpretations of status (PSSA) and growth (PVAAS) assessment models to inform planning and instruction for groups and individual students.
	5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
	6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
	7. Assesses their own professional growth through focused self-reflection.
F. Knowledge of Diverse Learners	The candidate:
	1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
	2. Promotes a positive learning environment that values and fosters respect for all students.
	3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
	4. Supports the growth and development of all students, particularly those traditionally underserved.
	5. Communicates with and engages families, caregivers and the broader community.

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Framework for Teaching: The Four Domains

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p>c. Selecting Instructional Outcomes Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners</p> <p>d. Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p>e. Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p>f. Designing Student Assessment Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>a. Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another</p> <p>b. Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p>d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>a. Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p>c. Communicating with Families Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program</p> <p>d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p>e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p>f. Demonstrating Professionalism Integrity And Ethical Conduct Service To Students Advocacy Decision Making</p>	<p style="text-align: center;">Domain 3: Instruction</p> <p>a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation</p> <p>c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>e. Demonstrating Flexibility and Responsiveness Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p>

STUDENT GROWTH PROJECT

The Student Growth Project aims to evaluate the effectiveness of the Student Teacher's instruction on student learning by administering pre- and post-assessments. The project culminates in a comprehensive report that provides insights into planning, instructional approach, and analysis of student progress.

Project Steps:

1. **Plan the Lesson/Unit/Activity**

Collaborate with your Cooperating Teacher to develop a lesson, unit, or activity that incorporates both a pre-assessment and a post-assessment. Share the topic with your College Supervisor for approval.

2. **Administer the Pre-Assessment**

Conduct the pre-assessment to gather baseline data on student knowledge and skills. This can be a student-designed assessment or a district-required assessment.

3. **Deliver Instruction**

Teach the planned lesson, unit, or activities to your students. This can be over a series of days.

4. **Administer the Post-Assessment**

After instruction, conduct the post-assessment to measure student learning and growth. This can be a student-designed assessment or a district-required assessment.

5. **Collect and Organize Data**

Compile the results from both assessments. Organize the data in a meaningful way to highlight patterns and growth.

6. **Analyze the Data**

Examine the data to identify trends, measure individual and group growth, and determine the effectiveness of your instruction.

7. **Create a Student Growth Project Report, which includes:**

○ **Visual Data Representations**

Present your findings using graphs, charts, or tables. These visuals should clearly compare pre- and post-assessment results to support your analysis.

○ **A Written Reflective Analysis**

Reflect on the data and what it reveals about student performance. Consider the following:

1. What do the data show about student learning?
2. How might this influence your future lesson planning, instruction, or need for reteaching?

8. **Submit the Report to your College Supervisor**

Share your report with your College Supervisor as part of your evaluation and professional growth. The College Supervisor will review the project for completeness and quality. The College Supervisor may request that the student teacher revise or improve the report with given suggestions before final approval.



Substituting while Student Teaching

York College of Pennsylvania's Department of Education has developed a policy, which includes the guidelines below. This policy is subject to change by York College of Pennsylvania and could be altered at any time due to updated guidance from the Pennsylvania Department of Education.

- The student teacher reserves the right to accept or refuse a substitute request.
- At least 2 weeks of student teaching must be completed prior to any substituting being considered.
- The student teacher must first receive at least one satisfactory observation, prior to being compensated for substitute teaching. The criteria below clarify the “satisfactory observation” requirement.
 - Completion of one lesson observed by the assigned York College of Pennsylvania College Supervisor where Categories I thru IV on the *York College of Pennsylvania Student Teaching Visitation Form* have been rated as satisfactory or better.
 - These categories are as follows: I. Planning and Preparation, II. Classroom Management, III. Instructional Delivery, IV. Professionalism
 - EACH category listed above must be rated with an “S” (satisfactory) or higher and the form must be signed by both the College Supervisor and Student Teacher.
- Student Teachers may only substitute in the school where they are assigned for student teaching.
- Student teachers, per 22 Pa. Code §354.25(f), may not substitute for longer than 10 days in their assigned classroom or classrooms or for other teachers within the building or buildings where they have been placed as a student teacher.
- Substitute teaching does not replace and cannot impede upon the minimum 12-week supervised student teaching experience as required under 22 PA Code § 354.25(f).
- The Student Teacher must communicate each instance of substituting to both the Cooperating Teacher and the College Supervisor.
 - The Student Teacher and College Supervisor must keep a running record of dates/days that the Student Teacher is employed as a substitute.
- If, at any time, the College Supervisor has reservations about the Student Teacher’s progress, the College Supervisor may inform the Student Teacher that he/she must refrain from substituting for a specified period.
- Student Teachers operating in accordance with the policy required may be compensated as determined by the LEA where they are placed. The student teacher

is responsible for completing the substitute teacher application process required by the placement LEA (school district, charter school, vocational-technical school, or intermediate unit) to be financially compensated for substituting.