Our Mission

The Education Department at Lancaster Bible College seeks to train students from a philosophical base which reflects a biblical worldview and to serve the community as teachers in public and private schools.

The teaching profession is a key element in the development and education of a society and its culture. In the twenty-first century, teachers must be prepared to be the leaders in their classrooms where this education will take place. The preparation of these teachers must include instructional skill development, information literacy, and interpersonal skill development and application. The education programs at Lancaster Bible College provide this type of academic and practical preparation. It is expected that teachers certified through LBC will be able to demonstrate all required competencies through their field experiences and standardized assessments.

Both instructional and practical experiences are integral parts of professional training for preservice teachers at Lancaster Bible College. The purpose of these experiences is to provide for the breadth of professional development needed in all prospective teachers. Involvement in appropriately sequenced activities is stressed throughout the programs with a variety of experiences insuring multiple learning opportunities and reinforcement of that learning. Because of the incremental nature of these learning opportunities, education students are sufficiently prepared for each new teaching skill and for increased responsibilities. Observations and teacher-aide assistance precede work with student groups and lesson presentations. Observation and analysis of group dynamics precede actual group work. Peer teaching precedes the teaching of children. Small group management precedes large group management. Single lesson presentations precede full-day teaching responsibilities.

Training under these conditions can positively influence the students’ realization of their full potential and can foster the confidence necessary to enable ultimate involvement in their desired field of teaching.

The Departmental objectives state the following:
1. The student will demonstrate the ability to serve as a professional educator with a biblical worldview in public, private, and Christian schools.
2. The student will demonstrate the ability to design instruction for the appropriate content area and developmental age of the students.
## Education Program Intended Educational Outcomes
### Early Childhood and Middle Level
### May 2015

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Preparation</strong></td>
<td>The teacher candidate will integrate knowledge to design coherent learning experiences. The teacher candidate will demonstrate the ability to integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners.</td>
</tr>
<tr>
<td><strong>Classroom Environment</strong></td>
<td>The teacher candidate will implement safe, equitable, learning-focused environments. The teacher candidate will demonstrate the ability to implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment.</td>
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<tr>
<td><strong>Instructional Delivery</strong></td>
<td>The teacher candidate will demonstrate effective instructional practices. The teacher candidate will demonstrate effective instructional practices as characterized by: a) clear verbal, nonverbal, and media communication, b) reflective and responsive teaching using multiple instructional strategies, c) implementation of a variety of assessment measures, and d) engagement of students in higher level thinking and learning.</td>
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<tr>
<td><strong>Professionalism</strong></td>
<td>The teacher candidate will demonstrate professionalism. The teacher candidate will demonstrate professionalism by: a) adhering to ethical, institutional and legal guidelines, b) maintaining accurate records, c) seeking opportunities to grow professionally, d) reflecting on his/her own practice, and e) collaborating with colleagues, parents, and the community to ensure learner growth and advance the profession.</td>
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<tr>
<td><strong>Biblical Worldview</strong></td>
<td>The teacher candidate will integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview is his/her personal and professional life.</td>
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</tbody>
</table>
Table of Contents

**Mission Statement** .................................................................................................................. 1

**Table of Contents** .................................................................................................................. 3

**Policies & Procedures**

Admission & Retention .................................................................................................................... 5
Completion & Certification ................................................................................................................ 9

**Field Experiences**

Administration ................................................................................................................................. 12
Evaluation Forms ........................................................................................................................... 18

**Student Teaching Program**

Goals and Objectives ....................................................................................................................... 22
Eligibility to Student Teach ............................................................................................................. 23
Eligibility for Certification ................................................................................................................ 24
Time Element in Student Teaching ................................................................................................. 24
Criteria for Cooperating Teachers ................................................................................................. 25
Responsibilities of the Cooperating Teacher .................................................................................... 26
Responsibilities of the Student Teacher ........................................................................................... 30
Evaluation of Student Teaching ....................................................................................................... 37

**Multicultural Education Program** .......................................................................................... 38

**International Student Teaching Program** ............................................................................... 38

**Appendices** ............................................................................................................................... 43
Appendices

A. Curriculum Status Sheets
B. Application to the Education Program
C. Health and Physical Education Teaching Policies and Procedures
D. Summary of Criteria for Retention and Certification
E. Certification Admissions and Completion
F. Placement Request Form
G. Assignment Forms
H. Student Teacher Observation Forms
I. Scholarships and Awards
J. Instructional Templates
K. Rubrics
L. Teacher Center
POLICIES AND PROCEDURES

Admission and Retention

Acceptance into the bachelor’s degree program at Lancaster Bible College with a specialization in education is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the education programs must fulfill all the college admissions requirements.

Individuals transferring with some credits or a bachelor’s degree from an appropriately accredited institution who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies to the college and consult with the Certification Officer in the department to establish a course of study that will result in the faculty being able to recommend the individual for certification. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the certification officer in conjunction with the Education department chair.

%! Curriculum Requirements
The current curriculum reflects the new guidelines of PDE Chapter 49. Four courses serve as the professional core for all education programs: EDU 101 The Teaching Profession, EDU 204 Instructional Design, EDU 333 The Exceptional Child, EDU 410 Teaching the English Language Learner. In addition, Chapter 49 requires 9 credits, or 270 hours of training in accommodations and adaptations for diverse learners in inclusive settings and at least 3 credits or 90 hours of instruction in meeting the needs of non-English speaking learners.

Students may choose a program for a teaching certificate from the following: the Early Childhood Education (PreK – 4th), the Middle Level Education (4th – 8th in Science, Math, English or Social Studies), Health and Physical Education (HPE) (K– 12), or School Counseling (K-12). All certificates are processed through the Education Department. The HPE program is offered in conjunction with the Education Department and their respective departments, whereas the School Counseling programs are solely offered through the Counseling and Social Work Department.

The Early Childhood Education program is designed to prepare teachers in every subject area required for a classroom teacher in grades PreK-4th. With a focus on the needs of young children, the courses include both theory and practice for the classroom. Academic Standards direct the course content for preservice teachers. The curriculum sheet is included in Appendix A.

The Middle Level Education (4th – 8th) programs offer a variety of combinations for certificates. There are four subject concentrations that require 30 credits in one of the
content areas (English, Math, Science, or Social Studies) with 9 credits in each of the other three content areas. The alternates are called focus areas. These programs include 15 credits of math or science, 18 credits of the selected focus area, and 12 credits in each of the remaining two areas. Some content courses are available at Harrisburg Area Community College through a collaboration agreement which allows the student to register as a guest while maintaining his full time status at LBC. These curriculum sheets are included in Appendix A.

The **Health and Physical Education** (K–12) program is designed for the preservice teacher to plan, create and implement instruction in health and physical education. Students create and use instructional materials and assessment tools in specific fields such as safety, personal health, nutrition and fitness. The curriculum sheet is included in Appendix A.

**Proficiency Requirements**

Preliminary admission to the Education programs is available to all entering freshmen education students. The first course, EDU 101 The Teaching Profession, provides an opportunity for students to determine their interest in the teaching profession and for the faculty to evaluate the students’ abilities. During this course students visit schools to observe, interview, and evaluate the activities of the classroom and its personnel. This course also includes the administration of the Myers-Briggs Personality Inventory. The sixteen variables in this instrument are helpful in determining the individual’s compatibility for working in a classroom setting. Each student completes this instrument and is subsequently advised and counseled regarding his/her potential as a teacher.

In order to gain formal admission to all programs in education, the student must submit an application and achieve passing scores on the PA Department of Education (PDE) Basic Skills Requirements in reading, writing and math. There are several ways to meet this requirement. See the PDE website for specific information.

http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638

In addition, the students must successfully complete six credits each of English/Literature and Math courses before 45 credits are earned.

All Education students must demonstrate a proficiency in standard written English. The Early Childhood Education and Middle Levels, and Health & Physical Education students must have a minimum of a 2.75 GPA in LAN 101 English Composition and a writing intensive literature elective course. If the credits are from another institution, the GPA must meet the same minimum requirements.

The Early Childhood Education student must have a minimum cumulative grade point average of 2.75 in the mathematics courses (MAT 202 and ELE 431). The student must have a minimum grade of 2.2 in the mathematics elective prior to enrollment in MAT
202. ELE 431 and one other math course must be taken at LBC in order to ensure competency.

All Middle Level Education students must have a 2.75 in the mathematics courses. The student must have a minimum grade of 2.2 in the first mathematics elective as a prerequisite for the second.

In order to be retained in a teacher preparation program and maintain eligibility for taking education courses, the student must meet the required cumulative GPA of 2.8 and professional GPA of 3.0 at the conclusion of every semester. The professional GPA includes all education courses and the content courses for the certificate’s content specialization. (e.g. physical education for the HPE certificate, social studies for the middle level in social studies, etc.)

Students not meeting the stipulated criteria for retention in an education program may request a review by the Department Chair.

Background Requirements
During the first education course, all education students must request a Criminal Record Check from the Pennsylvania State Police, a Child Welfare Review from the Department of Public Welfare, and an FBI Fingerprint Record Check to verify the nonexistence of a police record. Copies of these requests must be on file in the Education Department office during all field experiences. A second set of checks must be requested prior to Student Teaching in order to have a current record for employment following graduation. Directions and forms for these processes are available in the Education office or on the following websites:

FBI Fingerprint Record Check – www.pa.cogentid.com
Criminal Record Check and Child Welfare Review –
www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm

The student must have a negative result on a TB test administered within six months prior to student teaching.

Program Requirements
The student must have earned satisfactory ratings from the cooperating teacher in a minimum of three semesters of Internship (EDU 301, 302, 401, 402) and the Practicum (EDU 450). Further requirements for Internships and Practicum are provided in those sections of the Education Handbook.

The Early Childhood Education student must demonstrate a proficiency in standard phonics by scoring a minimum of 90% on the Phonics Exam for Teachers (Durkin) following the instruction in ELE 424 Literacy for the Young Child.
The Middle Level Education students must demonstrate a proficiency in grammar by scoring a minimum of 90% on a grammar assessment following instruction in ELM 312 Reading and Writing Across the Curriculum.

The HPE student must demonstrate competency in locomotor, nonlocomotor and manipulative skills prior to accumulating 120 credits. One course, Teaching Elementary Health and Physical Education (HPE 311) includes the assessment of these skills.

The student must meet all the criteria as stipulated in order to be eligible to student teach. The summary of all criteria are included in Appendix D.

◊ Retention Notice
The criteria for retention are reviewed at the conclusion of each semester. Should a student not be in compliance with any of these criteria he/she will be notified of that status, and further enrollment in education courses may be prohibited until that criteria has been met. Students will be advised about plans to rectify the deficiencies in order to proceed in seeking certification.

◊◊◊◊
Completion and Certification

In order to be recommended for certification as a teacher at the conclusion of the education programs, the student must meet the academic requirements designated for each program. The entire education program must be completed within 8 years of admission to the program. If more time has lapsed, students may be required to retake education courses/courses. All education courses and appropriate content courses for certification must be completed prior to student teaching.

Program Requirements

Every preservice teacher must complete all the required courses and meet all the criteria for each of the certified programs as stipulated in the LBC catalog (See Appendix A for curriculum sheets):

- Early Childhood Education (PreK – 4th): 151 credits
- Middle Level Concentration (4th – 8th): 173 credits
- Middle Level Focus (4th – 8th): 173 credits
- Health & Physical Education (K– 12th): 163 credits
- Bible Education (K–12th): 129 credits

The Early Childhood Education program is designed to prepare teachers in every subject area required for a classroom teacher in grades PreK-4th. With a focus on the needs of young children, the courses include both theory and practice for the classroom. Academic Standards direct the course content for preservice teachers. It includes courses in educational philosophy, methodology, adaptations and accommodations for the students with special needs, academic content, and five early field experiences, followed by 15 weeks of student teaching. The curriculum sheet is included in Appendix A.

The Middle Level Education (4th – 8th) programs offer a variety of combinations for certificates. There are four subject concentrations that require 30 credits in one of the content areas (English, Math, Science, or Social Studies) with 9 credits in each of the other three content areas. The alternates are called focus areas. These programs include 15 credits of math or science, 18 credits of the selected focus area, and 12 credits in each of the remaining two areas. Some content courses are available at Harrisburg Area Community College through a collaboration agreement which allows the student to register as a guest while maintaining his full time status at LBC. It includes courses in educational philosophy, academic content, adaptations and accommodations for the students with special needs, methodology, and five early field experiences, followed by 15 weeks of student teaching. These curriculum sheets are included in Appendix A.

The Health and Physical Education (K– 12) program is designed for the preservice teacher to plan, create and implement instruction in health and physical education.
Students create and use instructional materials and assessment tools in specific fields such as safety, personal health, nutrition and fitness. It also includes courses in educational philosophy, academic content, adaptations and accommodations for the students with special needs, and five early field experiences, followed by 15 weeks of student teaching. The curriculum sheet is included in Appendix A.

Proficiency Requirements

Students seeking Pennsylvania Instructional I certification must meet the minimum scores set by the Pennsylvania Department of Education for each of the required tests.

**Early Childhood Education** – Pennsylvania Educator Certification Test (PECT)

[www.pa.nesinc.com](http://www.pa.nesinc.com)

Module 1: Child Development, Learning and Assessment; Collaboration and Professionalism (8006)

Module 2: Language and Literacy Development, Social Studies, Art, Humanities (8007)

Module 3: Math, Science, and Health (8008)

**Middle Level Education** – Praxis 2 from ETS

[www.ets.org/praxis/pa](http://www.ets.org/praxis/pa)

Grades 4-8 Core Assessment (5152) (subtests 5153, 5154, 5155)

Grades 4-8 Concentration Tests depending on program: English (5156), Social Studies (5157), Math (5158), Science (5159)

**Health and Physical Education** – Praxis 2 from ETS

[www.ets.org/praxis/pa](http://www.ets.org/praxis/pa)

Fundamental Knowledge (0511/5511)

HPE Content Knowledge (5857)

The student teacher must complete all of the requirements described in the Student Teacher section of the *Handbook*. These requirements must be completed to the satisfaction of the Cooperating Teacher and the College Supervisor. The Cooperating Teacher and the College Supervisor complete the Lancaster Bible College Student Teacher Evaluation at the conclusion of each placement.

The student teacher must achieve a satisfactory rating (1) in each of the 4 categories included on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms, and therefore is completed at the conclusion of both placements. A minimum total of at least 4 points must be achieved on the final summative rating in order to be recommended for certification. The PDE-430 is completed by the college supervisor. All of these forms are included in the student teacher’s credential file.

The Coordinator of Field Placements will place all student teachers in local schools within a 40 mile radius of the college. The Early Childhood Education, Middle Level Education, and Health and Physical Education student teachers must complete two placements, each seven weeks in length in a public school and a private Christian
school. The Bible Education student teacher will complete the placement(s) in private Christian schools. An international placement for one school is available through a special application process. Further information about this type of placement is available on pages 38-40.

The request form for the Practicum and Student Teaching placements must be submitted to the Coordinator of Field Experiences **one year prior** to those semesters. The student may request particular schools and grades for each of the placements, but due to adjustments and changes that frequently occur in schools, flexibility will be necessary. The Coordinator will attempt to honor the student’s request, but can make no guarantees. The schools selected must be within a 40 mile radius, or a one-hour driving time, due to the constraints of the supervisors and the weekly meeting of Student Teaching Seminar.

The student must have a negative result on a TB test administered within six months prior to student teaching.

Students must complete the appropriate application for certification and submit the stipulated fees.
Field Experience Program

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

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

1. Interpret the behavior of children and adolescents in order to make appropriate classroom decisions.
2. Use classroom and instructional management skills.
3. Plan and prepare instruction in accord with the lesson’s behavioral objectives.
4. Use effective oral and written communication skills.
5. Observe and record those observations of students and classroom instruction.
6. Identify and use various teaching methods and strategies.
7. Choose age-appropriate media, materials, and methods.
8. Choose appropriate assignments for student evaluations.
9. Model helpfulness, cheerfulness, cooperativeness, and appropriate professional behavior.
10. Use time effectively and efficiently.
11. Work with children effectively in a variety of settings.
12. Reflect, analyze and evaluate personal teaching strengths and weaknesses.
13. Perform multiple classroom responsibilities and duties.
14. Relate to students as the “teacher” figure.

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

Assignments for all field experiences are made by the Coordinator of Field Placements in the Education Department subject to the approval of the Department Chair. These assignments are made in cooperation with the administrators and classroom teachers of the local schools and school districts. Although placements are made through the administrative offices, students are assigned to specific classroom teachers, not to schools or school districts. Some may require copies of the clearances to be on file in the school of the placement. Also, a TB test may be required.
During pre-registration the student must submit to the office of the Coordinator a request form and a schedule for each semester requiring an assignment. The Coordinator will attempt to place the student within the time frame, school, and grade requested. The requests for internships must be made during the semester prior to the placement.

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

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

**Internship and Practicum**
Internships (EDU 301, 302, 401 & 402) are considered a part of the academic program of teacher preparation. One academic credit for each semester will be earned by completing the requirements stipulated in the course syllabi.

A contract stipulating the student’s responsibilities and commitment must be submitted to the Education office for each semester of experience. This contract is signed by the student, the cooperating teacher, the student’s academic advisor, and the Coordinator of Field Experiences.

The student must submit a weekly report sheet to his/her academic advisor within 24 hours of the activity indicating the types of activities in which the student participated, the time of arrival and departure, and the signature of the cooperating teacher for that placement. A supply of the weekly report sheets will be provided each semester in the student’s packet. The academic advisor will sign the report and record its submission in the database for Internship service.

Since reflection is a valuable process for teachers, the student will respond to the weekly questions in the Reflection Journal and submit these completed journals to the academic advisor at the conclusion of each semester. The Reflection Journal is designed to develop the reflection, evaluation and problem solving skills of the students during the field experiences. Specific journals are designated according to the sequence of the semester in the field. Weekly entries are expected and the dates are to be noted in the journal. Specific journals are designed for each education program. **All questions** must be answered in order to receive credit for this element. A rubric will be used by the advisor to assess the content of the journal.
The Practicum (EDU 450) is completed during the final semester prior to student teaching. This 3 credit course includes specific requirements according to the published syllabus such as full lesson plans, presentations, papers, media and 7 class meetings. There are formal observations by a college supervisor during this placement. A Reflection Journal is specifically designed for the Practicum experience. Specific rubrics are used to assess each element in this course.

**Time Element in the Field Experiences**

Field experiences are an integral part of the preservice teacher preparation program. The opportunities to be in a classroom observing, listening, interacting and reflecting about what occurs, will contribute to one’s understanding of the function of a teacher.

As part of the professional core courses, the student will participate in observation in classrooms in schools. Field trips will be offered to students to complete the required hours of field experiences during the first four semesters. Internships will follow in the later semesters. The chart below lists the hours for each course:

<table>
<thead>
<tr>
<th>Stage 1 &amp; 2: Observation and Exploration</th>
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<tbody>
<tr>
<td>EDU 101</td>
<td>6 hours (3 hours Christian school, 3 hours public school)</td>
</tr>
<tr>
<td>EDU 204</td>
<td>10 hours</td>
</tr>
<tr>
<td>EDU 333</td>
<td>6 hours (inclusive classroom, resource room, etc.)</td>
</tr>
<tr>
<td>EDU 410</td>
<td>3 hours (ESL setting, diverse learners)</td>
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<tr>
<td>Program Electives</td>
<td>15 hours</td>
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<tr>
<th>Stage 3: Pre-student Teaching</th>
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<tr>
<td>EDU 301, 302, 401, 402 Internship</td>
<td>36 hours each, 3-4 semesters in Christian and public schools</td>
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<tr>
<td>EDU 450 Practicum</td>
<td>40 hours, 1 semester in an urban school</td>
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<th>Stage 4: Student Teaching</th>
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<tbody>
<tr>
<td>EDU 499 Student Teaching</td>
<td>14 weeks, 7 weeks in Christian school, 7 weeks in public school</td>
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</tbody>
</table>

In EDU 301, 302, 401, 402 and 450 the expected time commitment is 3 hours in each of twelve weeks of a semester. Any time missed due to school closings/delays or any other circumstances must be completed in additional visits. Although the length of time for these opportunities varies, thirty-six hours per semester is required. The transfer Education student will participate in a minimum total of 120 hours of Internship.

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

Students in the Health and Physical Education program will have a total of four Internship placements: one placement with an athletic coach, one in elementary HPE, one in middle level, and one in secondary HPE. The Practicum placement will be in an urban setting.

Students in the Bible Education program are assigned to a variety of schools and grades. These experiences will usually include two semesters in two different private Christian schools, with one placement in an elementary or middle setting and one in a secondary setting.

Activities for Student Interns
The Cooperating Teacher will provide the guidance and direction for the student intern by selecting activities in which the student will participate. Weekly planning is the key in providing direction for the student intern. The following list of activities offers suggestions for the internship experiences so that it will be the most profitable for the student and the Cooperating Teacher:

- Provide individualized instruction for students (remedial, enrichment, etc.)
- Present mini-lessons, including the evaluation of the classroom students’ work
- Design, implement, and assess small group instruction (reading groups, skill groups, etc.)
- Observe group activities and interaction among students and teachers
- Correct student work papers, test papers, and other written assignments
- Experience collecting data and keeping records
- Create and display bulletin boards and other learning materials or activities
- Read to the children, engage in storytelling, and utilize drama in the classroom
- Use technology in the classroom to include computers and multi-media resources
- Observe and assist with various teaching methods and strategies
- Participate in classroom management under the direction of the cooperating teacher
- Observe experienced teachers as they work with children
- Prepare learning materials or activities for students
- Observe and work with special needs or gifted students

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

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

◊ Internship Requirements
Self-evaluation and reflection are powerful processes for the preservice teacher. The student will record professional observation, activities, and reflections during the weekly visits to the field placement in the appropriate Reflection Journal. Each journal directs the students’ thinking, planning, and decision making. Each journal is to be submitted at the conclusion of the semester to the student’s academic advisor for review. A specific rubric will be used by the advisor to assess the journal’s content.

The Reflection Journal will be an accumulation of the students’ reflections during the time of his/her educational program. Questions to direct the student’s thinking are designed for specific semesters, completed by the student during the semester, and filed in the Education Department upon completion. The journals will be distributed at the point when the placement is announced. The student will record the date of each visit on the cover and on each page of questions. All questions must be answered in order to receive credit for this element. Some questions will require additional time in the classroom beyond the week where they are listed, so returning to them later in the semester to respond is appropriate.

The student will submit a weekly time report indicating the day/time spent in the Internship classroom and the types of participation for that week. The form must be signed by the cooperating teacher and student each week. It is due to the academic advisor within 24 hours of the activity. The advisor will sign the report and record its submission in the database for Internship service. A supply of these forms will be included in the student’s initial packet. Failure to do so, or late submissions, will impact the final evaluation and grade for that semester of Internship.

◊ Practicum Requirements
The final field placement prior to Student Teaching is the Practicum, a three credit course (EDU 450). As an academic course there are specific requirements described in the course syllabus to be completed and evaluated. The Practicum placement will occur in an urban setting.
The student must be observed by a College Supervisor a minimum of three times during the semester. Prior to each observation the student shall submit the proposed instructional plan to the Cooperating Teacher and the College Supervisor for approval.

The student must create two media projects as part of the teaching presentations. One media must have an original component to demonstrate the student’s ability to use technology.

The student must submit a written copy of a personal philosophy of education. The outline of its content and other specifics are described in the syllabus. The students will also prepare half of the entries in the professional portfolio by having one artifact in each of the ten standards. Specific rubrics are used to assess the paper and the portfolio.

**Evaluation of Internship & Practicum**

A published evaluation form will be provided for each Internship (EDU 301, 302, 401, & 402). This form is distributed by the Education Department and is specifically designed for the education internship program. Cooperating Teachers will be provided with a copy of the evaluation form at the beginning of each semester. This will enable the Cooperating Teacher to prepare the appropriate experiences for the student to make the evaluation beneficial. The Cooperating Teacher will complete the evaluation for the assigned student intern and discuss it with the intern prior to submitting it to the Education Department. The academic advisor will assign the grade following a review of the cooperating teacher’s evaluation form, the weekly reports, and the Reflection Journal. Copies of the evaluations will be filed in the Education Department.

In the final semester prior to student teaching, the placement is considered to be the Practicum (EDU 450). The requirements for the Practicum are an extension of the earlier Internship activities and described in the course syllabus. The grade is assigned by the college supervisor based on the criteria listed in the syllabus. A college supervisor will visit each student in the Practicum a minimum of three times during the semester for observation and assessment. These observations are designed to assist the student and the cooperating teacher to increase the effectiveness of the placement.

A copy of the Internship cooperating teacher’s evaluation form is on pages 18 and 19, and the Practicum evaluation form is on pages 20 and 21.
Lancaster Bible College
Education Department
Internship (EDU 301, 302, 401, 402) Evaluation

Name of Student ___________________________ Date ______________________________

Cooperating Teacher _______________________________________________________

Name of School _______________________________________ Grade _________

The above Lancaster Bible College student has been serving with you this semester in an intern in your classroom. It is our desire that this experience be a worthwhile part of his/her training. Your honest appraisal will aid us in counseling our students more effectively in their educational development. **Please return this evaluation to our office within one week of his/her last day** in order that the student may meet all the requirements for receiving an internship grade for this semester. Thank you.

**SCALE:**

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<thead>
<tr>
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<th>NA—Not Applicable</th>
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<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory - <em>far from ready to assume a teaching position</em></td>
</tr>
<tr>
<td>2</td>
<td>Below Average - <em>needs considerable assistance</em></td>
</tr>
<tr>
<td>3</td>
<td>Average - <em>typical pre-service teacher</em></td>
</tr>
<tr>
<td>4</td>
<td>Above Average - <em>competent</em></td>
</tr>
<tr>
<td>5</td>
<td>Exceptional - <em>unusual competence for so little experience</em></td>
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</tbody>
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**PERSONAL QUALITIES**

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<td>Neat and well-groomed</td>
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<td>Enthusiasm for teaching and learning</td>
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<td>Cooperative with others</td>
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<td>6</td>
<td>Acceptance of constructive criticism and evaluation</td>
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<td>7</td>
<td>Rapport with students</td>
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<td>8</td>
<td>Interest in spiritual matters</td>
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PROFESSIONAL COMPETENCIES

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<th>Check the most appropriate column</th>
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<td>1. Knowledge of subject matter</td>
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<td>6. Clear and appropriate directions</td>
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<td>7. Variety of questioning levels and techniques</td>
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<td>8. Creativity in presentations and materials</td>
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<td>9. Effective classroom management</td>
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<td>10. Integration of computers in instruction</td>
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<td>11. Knowledge of students' growth and development</td>
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<td>12. Adaptation or adjustment in teaching for student needs</td>
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<td>13. Integration of biblical values</td>
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</table>

OVERALL EVALUATION

In your estimation, what kind of a teacher do you predict this student will be? *(Please check one)*

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Below average</th>
<th>Satisfactory</th>
<th>Above average</th>
<th>Exceptional</th>
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</table>

COMMENTS:

____________________________________________________

____________________________________________________

____________________________________________________

<table>
<thead>
<tr>
<th>SUMMARY</th>
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<tbody>
<tr>
<td>Attitude</td>
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<td>Preparation</td>
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<td>Dependability</td>
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<td>Appearance</td>
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<td>Ability</td>
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Signature of Cooperating Teacher

Date

Lancaster Bible College 19 Ed Dept 07/15
This form is designed to serve as a means to evaluate the student serving in your classroom this semester for the Practicum field experience. Throughout the semester you have watched and guided this preservice teacher in preparation for the student teaching experience that will follow. Please give guidance and direction to the student to enhance the coming student teaching experience by reviewing this form at the mid-semester point and at the conclusion of the semester prior to submitting it to the Education Department. This evaluation is used as a component to determine the final grade for this course.

Please rate the student according to the following scale:

**Unsatisfactory - 1; Below Average - 2; Average - 3; Good - 4; Excellent - 5**

<table>
<thead>
<tr>
<th>Personal Strengths and Weaknesses</th>
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<tr>
<td>Dresses neatly, professionally and is well groomed</td>
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<td>Arrives on time for responsibilities</td>
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<td>Prepares adequately for responsibilities</td>
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<td>Takes initiative when appropriate</td>
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<td>Works well with professionals</td>
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<td>Has a rapport with students</td>
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<td>Is enthusiastic about teaching and learning</td>
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<td>Accepts constructive criticism; is open to advice</td>
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<td>Is flexible</td>
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<td>Uses creative ideas in class preparation</td>
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<td>Completes weekly tasks independently, on time and adequately</td>
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<td>Demonstrates classroom leadership potential</td>
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<td>Has a positive attitude</td>
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Please comment on the student’s personal strengths and weaknesses as observed in your classroom.
<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>1</th>
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<tbody>
<tr>
<td>Effective and correct written communication skills</td>
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<td>Effective and correct oral communication skills</td>
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<tr>
<td>Effective classroom management skills</td>
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<td>Knowledge of student’s growth and development</td>
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<td>Lesson planning, preparation and performance</td>
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<td>Demonstration of appropriate teaching methods</td>
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<td>Knowledge of subject matter for grade level</td>
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<td>Creativity in presentations and materials</td>
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<td>Variety of technology and media applications</td>
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<td>Clear and appropriate directions</td>
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<td>Accurate penmanship for display and instruction</td>
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<td>Variety of questioning levels and techniques</td>
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<td>Utilization of critical thinking skills</td>
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<tr>
<td>Adaptation and adjustment for individual student needs</td>
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Please comment on the student’s potential as a professional educator based on your observations in the classroom.

Please offer some general suggestions for the student to consider in preparation for employment in the teaching profession.

______________________________
Signature of Cooperating Teacher

______________________________
Date
Student Teaching

 Goals
The purpose of student teaching is to provide the teacher candidate the opportunity to take full responsibility for the educational activities of a regular classroom with the daily guidance and evaluation of a capable teacher. The fourteen week student teaching experience is divided into two seven week placements in two different schools and at two different grade levels. The student teachers in all programs have one experience in a public school and one in a private Christian school. The one exception is the Bible Education student teachers who have two private Christian school placements.

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

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

The entire education program must be completed within 8 years of admission to the program. If more time has lapsed, students may be required to retake education courses/courses. All education courses and appropriate content courses for certification must be completed prior to student teaching.

All Education students must demonstrate a proficiency in standard written English. The Early Childhood and Middle Levels, and Health & Physical Education students must have a minimum of a 2.75 GPA in LAN 101 English Composition and a writing intensive literature elective course. If the credits are from another institution, the GPA must meet the same minimum requirements.

The Early Childhood Education student must have a minimum cumulative grade point average of 2.75 in the mathematics courses (MAT 202 and ELE 431). The student must have a minimum grade of 2.2 in the mathematics elective prior to enrollment in MAT 202. ELE 431 and one other math course must be taken at LBC in order to ensure competency.

All Middle Level Education students must have a 2.75 in the mathematics courses. The student must have a minimum grade of 2.2 in the first mathematics elective as a prerequisite for the second.

In order to be retained in a teacher preparation program and maintain eligibility for taking education courses, the student must meet the required cumulative GPA of 2.8 and professional GPA of 3.0 at the conclusion of every semester. The professional GPA includes all education courses and the content courses for the certificate’s content specialization. (e.g. physical education for the HPE certificate, social studies for the middle level in social studies, etc.)

The student must have earned satisfactory ratings in a minimum of three semesters of Internship (EDU 301, 302, 401, 402), including the Practicum (EDU 450).

The student must have a negative result on a TB test administered within six months prior to student teaching.

The student must have earned satisfactory ratings from the cooperating teacher in a minimum of three semesters of Internship (EDU 301, 302, 401, 402) and the Practicum (EDU 450). Further requirements for Internships and Practicum are provided in those sections of the Education Handbook.

The Early Childhood Education student must demonstrate a proficiency in standard phonics by scoring a minimum of 90% on the Phonics Exam for Teachers (Durkin) following the instruction in ELE 424 Literacy for the Young Child.
The Middle Level Education students must demonstrate a proficiency in grammar by scoring a minimum of 90% on a grammar assessment following instruction in ELM 312 Reading and Writing Across the Curriculum.

The HPE student must demonstrate competency in locomotor, nonlocomotor and manipulative skills prior to accumulating 120 credits. The competency is measured in HPE 105 Introduction to the HPE Professional and HPE 311 Teaching Elementary Health and Physical Education.

The student must meet all the criteria as stipulated in order to be eligible to student teach. The summary of all criteria are included in Appendix D. All education courses and the content courses for the certification’s content specialization must be completed prior to student teaching.

♦ Eligibility for Certification
Students seeking Pennsylvania Instructional I certification must meet the minimum scores set by the Pennsylvania Department of Education for each of the required tests.

The student must request a new Criminal Record Check from the Pennsylvania State Police, a Child Welfare Review from the Department of Public Welfare to verify the nonexistence of a police record and a new FBI Fingerprint review is required. Copies of these requests must be on file in the Education Department office.

The student teacher must complete all of the requirements described in the Student Teacher section of the Handbook. These requirements must be completed to the satisfaction of the Cooperating Teacher and the College Supervisor. The Cooperating Teacher and the College Supervisor complete the Lancaster Bible College Student Teacher Evaluation at the conclusion of each placement.

The student teacher must achieve a satisfactory rating (1) in each of the 4 categories included on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). There must be 2 final forms, and therefore is completed at the conclusion of both placements. A minimum total of at least 4 points must be achieved on the final summative rating to be recommended for certification. The PDE-430 is completed by the college supervisor. All of these forms are included in the student teacher’s credential file.

The student must complete all the credits of the required course work as outlined on each curriculum sheet and in the College Catalog. Each program is detailed in Appendix A.

♦ Time Element in Student Teaching
Student teaching takes place during the student’s final semester. The student teacher is assigned to two schools for seven weeks each. Orientation will include two full days
prior to the first day of student teaching and are considered to be part of the twelve credit course (EDU 499). Student teachers are required to attend these meetings and all the scheduled weekly seminar (EDU 492) class meetings held on campus.

Each student teacher is expected to be on duty in the assigned classroom every day school is in session during the semester of student teaching. A full day of attendance is the standard unless the school calendar notes otherwise. Unexcused absences are not permitted during the semester. One week (5 school days) of excused absences are permitted for the semester. Additional make-up time will be required if absences exceed this limit. All absences must be excused by the College Supervisor. Permission for absences other than emergencies must be obtained at least forty-eight hours in advance. Absences due to emergencies, such as illness, must be reported to the College Supervisor and the Cooperating Teacher by 6:30 AM of the school day. General guidelines will grant one excused absence for a job interview, career fair or a funeral for an immediate family member.

Student Teachers are expected to attend in-service meetings, faculty meetings, special meetings and events such as PTA, Open House, etc. as indicated on the school calendar during the time of their placement.

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

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

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

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

 Responsibilities of the Cooperating Teacher

Experience The Cooperating Teacher must be certified and have a minimum of three years of teaching experience, one of which should be in the present school.

Work Space Prior to the arrival of the Student Teacher, the Cooperating Teacher should prepare the students and their parents for the Student Teacher. A work space should be prepared for the Student Teacher which would include materials, class lists(s), and schedule of special classes and events.

Respect The Cooperating Teacher should introduce the Student Teacher to the students and should explain that the Student Teacher is a full co-teacher who will be involved with the discipline, guidance, and evaluation of the students. The Cooperating Teacher should show verbal and nonverbal respect for the Student Teacher so that the students will do likewise.

Facilities The Cooperating Teacher should orient the Student Teacher to the building facilities and procedures such as fire drills and meeting schedules.

Time The Cooperating Teacher should give a minimum of a one hour block or two half-hour blocks per week in time alone with the Student Teacher for planning, discussion, and evaluation of the student teacher’s progress.

Weekly Plans The Cooperating Teacher’s plans for the entire week should be set up by the Friday of the previous week. The Cooperating Teacher should be available daily to review plans for the day and to recommend any changes in the schedule. Most student teachers have difficulty being flexible and filling in spare minutes; therefore, they need help to organize and to over-plan so that time is adequately and wisely used.

Rate Guidelines The progression of subjects to be taught during the student teaching experience should be mutually worked out according to which subjects are best for the Student Teacher. However, it is the responsibility of the Cooperating Teacher to make the decisions, and
the Student Teacher should be willing to follow the suggestions in this regard. The following are *guidelines* to consider:

**First Week:** Individual and small group instruction working towards leadership in one or two full class activities. By the end of the week, a regular subject/grade should be taken over completely along with preparation for a second and perhaps a third subject/grade.

**Second/Third Weeks:** During these weeks the Student Teacher should have full responsibility for a complete morning or afternoon. This helps the student teacher learn to handle transitions and organization for several sets of material. The Cooperating Teacher may feel free to leave the room for extended periods of time.

**Fourth/Fifth Weeks:** By this time the Student Teacher should have taught three or four sessions of each subject/grade.

**Sixth Week:** The Student Teacher should have charge of at least five consecutive days, or full rotation of a cycle week, during this time period. The Cooperating Teacher should spend at least two of these days totally out of the classroom.

**Seventh Week:** This is a time of reorientation. The Cooperating Teacher will take time in the last sessions to reorient the students to the regular pattern.

It is LBC’s desire for the Education students to experience full charge of the classroom for a period of at least one week with little to no Cooperating Teacher presence. However, we understand the needs of classrooms and school districts to adapt this expectation. We will partner with schools and school districts to implement alternative models, such as a co-teaching model (One Teach/One Observe, One Teach/One Assist, Station Teaching, Supplemental Teaching, and Team Teaching). We ask that the Cooperating Teacher be in communication with the Student Teacher and the College Supervisor as to the level of presence the Cooperating Teacher will have in the classroom while the Student Teacher teaches.

**Lesson Plans** The Cooperating Teacher is required to ask for and review complete and written lesson plans from the Student Teacher for the first five lesson presentations of each new subject/grade. The Cooperating Teacher initials these plans to indicate approval. Following the first five
complete plans, the Student Teacher may use block or abbreviated plans in a planbook. If the Cooperating Teacher or College Supervisor finds the lesson plans are not adequately prepared or organized, full plans may be required beyond the first five. Introductions to lessons and closure for lessons are particularly difficult and require special attention. All lessons are to be recorded as block plans in the Student Teacher’s planbook.

**Solo Time**
The Student Teacher should be left alone in the classroom for increasing periods of time. In the beginning, it would help build confidence if the Cooperating Teacher left for the first few minutes of the Student Teacher’s lesson to allow the Student Teacher to establish leadership. Later the Cooperating Teacher may want to periodically leave and return to the classroom so that the students become less aware of when the Cooperating Teacher is in or out of the classroom. The Student Teacher needs to be left alone for increasing amounts of time up to an entire day (as applicable).

**Cooperating Teacher Absence**
If the Cooperating Teacher should need to be absent from school, the Student Teacher should be called before he/she would be leaving for school. The Student Teacher may not be asked to be the substitute teacher. The Student Teacher may be asked to do the majority of the teaching, but the substitute must be in the building.

**Assessment**
The Cooperating Teacher should familiarize the Student Teacher with the assessment procedures used in the classroom as well as those used for standard school records, including report cards. Both formal and informal assessment procedures should be part of the student teacher’s experience.

**Parent Conferences**
If possible, the Student Teacher should be permitted to participate in one or more parent conferences. If this is not possible, the Cooperating Teacher should review with the Student Teacher how these conferences are handled.

**Weekly Appraisal Forms**
The Student Teacher is required to fill out a Weekly Appraisal Form that is submitted to his/her College Supervisor. The appraisal helps the student to reflect on the week and to plan the week to come. The Student Teacher should fill out the form, sign it, and discuss it with the Cooperating Teacher at the end of each week.

**Review**
Constructive criticism should be given in a positive way to help the Student Teacher understand areas of growth needed. Often asking
questions about the lesson plans helps the Student Teacher identify for himself/herself the strengths and weaknesses of the teaching strategies. The Cooperating Teacher should always begin the conferences with something positive about the lessons taught or the attitude displayed.

**Evaluation**

After discussing the Student Teacher’s evaluation with the College Supervisor, the final evaluation should be completed at the end of the experience. The LBC evaluation form will be distributed as a PDF file requiring Adobe Acrobat Reader for reading and recording scores. After scores and comments are entered, print 3 copies for signatures. The comments should be typed into the form prior to printing it. The Cooperating Teacher should discuss this evaluation with the Student Teacher and the Student Teacher should initial each copy indicating the conference had taken place. A copy of the evaluation must be mailed or carried by the supervisor to the college. The Cooperating Teacher and the Student Teacher should each have a signed copy of the completed form.

*Education Department*

*Lancaster Bible College*

*901 Eden Road*

*Lancaster, PA 17601-5036*

**Classroom Control** If it is necessary for the Cooperating Teacher to interrupt a class to maintain control, it should be done in such a way that saves the dignity of the Student Teacher. Such experiences are normal but they have the potential to destroy the Student Teacher’s necessary position of leadership and respect in the classroom. After such an event, the Cooperating Teacher should review other options and strategies the Student Teacher might use if the occasion repeats itself. Such experiences can be the groundwork for the most valuable or the most debilitating conferences, depending on the skill of the Cooperating Teacher in counseling and guiding the Student Teacher.

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

**Model** The Cooperating Teacher should help the Student Teacher to see how the school acts as a community through interpersonal relations with the other teachers, administrators, parents, students, and other personnel of the school.


**Biblical Integration** Within the Christian school, conferences should be a time to consider the integration of biblical principles taught within the content as they relate to the subject matter being taught. The conceptual statements and framework of the Christian world-life view should be observable in the lessons presented.

◊ **Responsibilities of the Student Teacher**

**Notebook** The Student Teacher should keep a record of the student teaching experience in a large, three-ring notebook. A checklist is provided to indicate the contents of each of the following five sections:

1. School Policies
2. Classroom Procedures
3. Observations
4. Lessons
5. Professional Documents

**Introduction** At least two weeks prior to the first day of each placement, the Student Teacher must contact the Cooperating Teacher to make introductions and initial plans for the experience. During this first visit such items as dress code, time of arrival and dismissal, parking, emergency phone numbers, and lunch procedures should be verified. It may be possible to do long range planning of instruction, but this is not necessary at this meeting.

**Letter** The Student Teacher should prepare a letter of introduction to be sent home to the parents of the students in the class/school during the first week. The Cooperating Teacher must approve the letter prior to its distribution. ECE student teachers typically send copies of this letter to the home of each student, while other student teachers’ letters are typically included in a parent newsletter distributed to the entire school family.

**Observation** The first week is given to orientation to the school environment. Observation will be the most profitable if the Student Teacher focuses on what is being said or done and why. The Student Teacher should be prepared to ask the Cooperating Teacher informed questions about the reasons he/she has for a particular teaching strategy. The type of questions asked will indicate the level of the Student Teacher’s understanding of the teaching process and maturity. During each placement these observations should take place: the Cooperating Teacher’s instructional strategies, the classroom management for the
assigned grade or classroom, and the Special Education program in the school. ECE observations include the grade above, the grade below, and the grade of the Student Teacher’s alternate placement. Middle Level and K-12 observations include three other subject area classes for the students in their classes. Specific forms directing these observations are provided. (See Appendix H)

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

**Anecdotal Records**  The Student Teacher must keep anecdotal records on two students. Only first names should be used and those behaviors and situations which have been observed should be included. Remember that only observations and *not* interpretations are recorded.

**Discipline**  The Student Teacher must know all the discipline codes of the school and the procedures for their implementation. This information will probably be found in a copy of the *Faculty* or *Student Handbook*. A copy of this policy should be in the Student Teacher’s notebook. The Student Teacher will be responsible for carrying out these procedures when at the school. Any changes the Student Teacher wishes to implement must be discussed with and approved by the Cooperating Teacher.

**Emergencies**  The Student Teacher must learn and be ready to implement the procedures for dismissal, evacuation(s), medical needs and all other emergencies. A map of the school plant should be in the notebook.

**Non Instructional Duties**  The Student Teacher must learn the responsibilities of the Cooperating Teacher for recess or other non-instructional duties. This time should be spent with the students. This will help the Student Teacher to see the students in an informal setting, but be aware that respect and rapport need to be established at this time that will carry over into classroom leadership. The Student Teacher cannot be a playmate during these times and expect to be the authority in the classroom.

**Initiative**  From the outset the Student Teacher should work with the students and answer questions individually at their desks during seat work or study hall periods. Initiative must be demonstrated for this activity.
**Students’ Work** The Student Teacher should look over those student papers which the Cooperating Teacher has assigned. This activity should be used to orient the Student Teacher to the student’s abilities and to formulate realistic expectations, as well as to determine common errors found at this grade level.

**Lesson Plans** The Student Teacher must prepare detailed computer generated lesson plans for all the teaching responsibilities. The Cooperating Teacher may modify this requirement as the Student Teacher demonstrates the competency to plan and present thoroughly planned lessons. The change from complete lesson plans to block or abbreviated plans usually occurs after the first five presentations of each subject. All lesson plans are reviewed and approved by the Cooperating Teacher one day prior to presentation. The Cooperating Teacher may make suggestions, additions, or deletions as deemed necessary. All lesson plans, along with any prepared materials, must be filed in the Student Teacher’s notebook.

**Log Planbook** The Student Teacher must keep a log of the experience using a teacher’s planbook or similar format, with activities recorded throughout each day. Each block will indicate when and what has been taught, observed, created, and evaluated. Block or abbreviated plans are recorded directly in the planbook. In order to coordinate the work between the Student Teacher and the Cooperating Teacher, the planbook should be a copy of the Cooperating Teacher’s book and include enough pages for the weeks of the placement. These pages are filed in the Student Teacher’s notebook.

**Unit** In each placement the Student Teacher must prepare a complete unit for one subject (e.g. math, science, health, music history, etc.). A different subject should be chosen at each placement. The unit should cover approximately three weeks of instruction. Before the unit is completely developed, the scope and sequence chart should be approved by the Cooperating Teacher and the College Supervisor. The unit must include detailed computer generated plans with standards, essential questions, objectives, lesson procedures, and assessments following the standard unit format. As much as possible, creative integration should occur across the curriculum. Once the topic is chosen, the Student Teacher should gather a wealth of resources related to the unit topic. Electronic media is expected to be included within the unit’s instruction.

**Report Cards** The Student Teacher must understand the grading policy for the classroom by identifying what is graded and how grades are
calculated. The Student Teacher gathers this information using the prepared table by the end of week 2. At the end of the placement the Student Teacher answers questions regarding grading in a typed 1-2 page paper.

**IRI**

The ECE and ML English Student Teacher should select within the first two weeks a student in the class for the administration of an IRI to determine his/her three reading levels. A report should be completed on the student by week three which includes the following items from the inventory: summary of quantitative analysis, summary of qualitative analysis, worksheet for word recognition miscue chart, and worksheet for qualitative analysis. These should be filed in the “Observation” section of the Student Teacher’s notebook.

**Bulletin Board**

At each placement, the Student Teacher must create and display a bulletin board in the classroom. As much as possible, the bulletin board should be a working instructional bulletin board. It may be part of the unit’s instruction or other earlier subject areas. It is strongly recommended that this bulletin board be completed early in the experience.

**Game**

At each placement, the Student Teacher must prepare and use a student centered learning activity or game. This activity may coordinate with the unit of study or any other general topic for instruction. This game can be in an electronic or other format.

**Weekly Appraisal Forms**

The Student Teacher is required to fill out a Weekly Appraisal Form that is submitted to his/her College Supervisor. The appraisal helps the student to reflect on the week and to plan the week to come. The Student Teacher should fill out the form, sign it, and discuss it with the Cooperating Teacher at the end of each week.

**Bibliography**

In the Student Teacher’s notebook, the Student Teacher must record a bibliography of all the materials used during each placement. The three lists will include (1) all textbooks and teacher’s books, (2) supplemental materials used as resources and references, and (3) children’s literature used in classroom instruction. This list must be kept current and checked weekly by the supervisor.

**Review**

The Student Teacher should accept constructive criticism graciously. The Student Teacher should glean as much as possible from the knowledge and practical applications of the Cooperating Teacher. The Cooperating Teacher is a professional educator with years of experience from which one can learn. The Student Teacher need not
copy the style of the Cooperating Teacher but should identify and incorporate those new ideas and approaches which might become one’s own.

**Try, Try Again** The Student Teacher should remember to learn much from “failure.” Therefore, the Student Teacher should not avoid risking something new as long as it has been discussed with the Cooperating Teacher beforehand. When an activity does not go well, the opportunity should be used to find out how it might have been done more effectively. Failure does not always indicate poor judgment.

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

**Relationships** The Student Teacher should avoid all gossip, unprofessional criticism, and comparison of students and/or teachers. The Student Teacher should support the Cooperating Teacher and the school. They are providing this learning experience and the student teacher is the guest.

**Résumé** The Student Teacher must prepare a résumé, cover letter, and two applications for teaching positions. One application should be for a public district and the second a private Christian school. These applications need not be submitted, but will be filed in the notebook. The résumé will become a part of the student teacher’s placement file at Lancaster Bible College.

**Portfolio** Throughout the student’s education program, items are selected as artifacts to demonstrate an individual’s competency as a teacher. The INTASC standards for professional educators are used to list the desired proficiencies. Students anticipating certification as a teacher will complete the professional portfolio containing two artifacts for each of the 10 standards with a rationale for each artifact. The process of developing this professional portfolio, having begun during the Practicum semester, culminates during the student teaching experience.

**Commitment** Student teaching is the most demanding requirement of the teacher preparation program. Switching from the student role to the teacher role demands a great deal of energy. The Student Teacher is involved in many interpersonal relationships which must go smoothly. Therefore it is necessary to limit activities and employment during student
teaching. Professional responsibilities must be the priority. Employment and/or activities are never acceptable reasons for unprepared lessons.

**Seminar**

The Student Teacher must attend the weekly Student Teaching Seminar (EDU 492). Each Monday, the Student Teacher must provide the week’s daily schedule for the College Supervisor.

**Phone Numbers**

The Student Teacher should record important phone numbers for each placement and keep these accessible at all times. These numbers include the personal numbers for the college supervisor, the cooperating teacher, the school office, and the Education Department.

**Evaluation of Student Teaching**

Throughout the seven weeks of each placement, the College Supervisor makes weekly visits to observe and conference with the Student Teacher. The checklist is reviewed by the supervisor who initials each item indicating its satisfactory completion. In addition, the supervisor records on the checklist the date of each observation and the subject or grade observed during that visit. For each formal observation the College Supervisor produces a record of what was seen and discussed during the conference. Copies of this record are initialed by the Student Teacher, and distributed to the Student Teacher, the Cooperating Teacher and the College Supervisor. These observation forms become part of the student’s file with the final evaluations for each placement. The forms may in paper or electronic formats.

Self-evaluations should be completed on an informal basis during each experience. Midway evaluations are typically completed at week four by the student teacher and the cooperating teacher. Although these evaluations do not become a part of the Student Teacher’s credential file, use of a standard LBC evaluation form is appropriate. A sample form follows.

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

The Student Teacher must achieve a satisfactory rating (1) in each of the 4 categories included on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). Two evaluations are completed at the conclusion of
the two placements. A minimum total of at least 4 points must be achieved on the final summative rating to be recommended for certification. The PDE-430 is completed by the College Supervisor. The LBC Student Teacher Evaluation is completed at the conclusion of both placements by the Cooperating Teacher and the College Supervisor. All of the forms are included in the student teacher’s file.
### Student Teacher Evaluation

**Sample EDUCATION**

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<tr>
<th>Student Teacher</th>
<th>ST Initials</th>
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<tr>
<td>Coordinating Teacher</td>
<td>Dates</td>
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<tr>
<td>School</td>
<td>Grade Level</td>
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**INSTRUCTIONS:** The following list of professional competencies are expected of each student teacher. Please review each of the following items regarding the student teacher’s performance and record the appropriate number: Excellent-5; Good-4; Average-3; Below Average-2; Unsatisfactory-1; Not applicable-NA.

### PERSONAL TRAITS AND QUALITIES

- Appearance  
- Enthusiasm  
- Creativity  
- Sense of Humor  
- Cooperation  
- Flexibility  
- Dependability  
- Mature Behavior  
- Attitude to Constructive Criticism  
- Initiative  
- Interest in Spiritual Things

### TEACHING PERFORMANCE

- Lesson Planning  
- Variety of Teaching Techniques  
- Variety of Materials and Resources  
- Subject Presentation  
- Instruction and Time Management  
- Questioning Techniques for Critical Thinking  
- Utilization of State and Professional Standards  
- Adaptation of Instruction to Learner Needs and Abilities  
- Student Motivation  
- Stimulation of Student Interaction  
- Communication Skills  
- Problem Solving Skills  
- Effective Class Discipline  
- Ability to Use Assessment Procedures  
- Integration of Biblical Principles  
- Utilization of Technology  
- Cross-curricular Instruction

### PROFESSIONAL QUALITIES

- Professional Conduct  
- Knowledge of Subject Matter  
- Participation in School Activities  
- Staff Relationships  
- Rapport with Students  
- Adaptation of Subject Matter to Grade Level  
- Completion of Assigned Requirements  
- Anticipated Success as a Teacher

### COMMENTS

Signature of Evaluator

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<th>Name</th>
<th>Position</th>
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Copies to Education Office, the student teacher, and the cooperating teacher.
Multicultural Education

❖ Studies in Multicultural Education
As part of the overall curriculum revision completed by LBC, every student is required to participate in a cross-cultural experience during his/her course of study. The Education student must enroll in EDU 460 Studies in Multicultural Education and complete the academic requirements for the course. Typically, the student participates in the experience during the third or fourth years, even though the course is not registered until the final or tenth semester.

The experience may be completed individually, with a college team, or with any other group. Discussion about the requirements and stipulations should occur with the student’s academic advisor prior to formal plans being made. Course requirements are detailed in the course syllabus.

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

The student must begin the application process one year prior to the beginning of the student teaching semester. The process must follow the procedures as outlined in the International Student Teaching Packet. A copy of this packet follows.

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

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

International Student Teaching Program
Application Process

The student should
I. Consult the International Student Teaching Eligibility criteria. If it appears that the criteria
have been met and at least one (1) year is remaining before the student teaching semester,

II. Arrange a meeting with the Department Chair to confirm scholastic eligibility and discuss
interest in this endeavor. If verification of eligibility is determined,

III. Make inquiries to find a school that meets the requirements for student teaching, with a
cooperating teacher who meets that set of criteria, and an administrator who could serve
as the college Supervisor,

IV. Request an International Approval interview through the Chair of the Education
Department. This interview will be scheduled with a selected committee of LBC faculty to
occur at least 7 months prior to the student teaching semester. To prepare for this
interview these steps should be followed:

A. One month before
   1. Secure academic and character references by distributing a copy of the appropriate
      reference form to the following individuals:
      • Departmental faculty in your program – 2 individuals
        ECE or ML - 2 Education
        Bible Education - 1 Education, 1 Bible
        Physical Education - 1 Education, 1 Health & Physical Education
      • Professor in the Bible and Theology Department- 1
      • Professor in the Arts & Science Department - 1
      • Employer - 1
      • Student Services Personnel - 1

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

B. One week before
   1. Submit to the Chair of the Education Department a two page typed paper (MLA
      style) which includes the following:
      • what international placement you desire
      • why you are interested in an international placement
      • what you anticipate learning from the experience
      • what strengths you demonstrate which would contribute to a successful
         teaching experience in an unfamiliar international setting

   2. Prepare to discuss the contents of your paper and answer questions regarding it
during the interview.
Eligibility

I. Requirements for eligibility for international student teaching include the following:

A. Academic requirements
   1. A general minimum cumulative grade point average of 3.00.
   2. A cumulative 3.20 grade point average in the professional areas.
   3. All student teaching eligibility requirements must be met.

B. Professional requirements
   1. The rating of Above Average or Exceptional for all Internship Evaluations
   2. All proficiency exams must be passed prior to departure.

II. Final authorization for international student teaching requires exemplary or superior ratings in the first student teaching placement, with two PDE 430’s having a minimum score of 8 on each. For the Physical Education and Bible Education international student teachers, their first placement must include grades 1-12.

Acceptance

I. The applicants will be notified within two (2) weeks of the interview regarding his/her status in the program. Those approved will receive a written letter confirming the country and school with the dates of the placement.

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

III. Upon assignment to an international school, the student must complete the following:

A. Begin immediate correspondence with the Cooperating Teacher to request the following information:
   • a description of the living arrangements for the student teacher
   • the academic schedule and calendar and a list of any special observances which might occur during the student teaching placement
   • class roster, student birthdays, and if language differences make it necessary, boy/girl identification
   • special subjects / units / academic clubs which the student teacher may be expected to teach / supervise (e.g. music, art, computer)
   • size of bulletin boards and other display areas for which the student teacher is responsible

B. Make arrangements for a round trip ticket reservations and purchase. Appropriate dates must be verified before purchasing the tickets.

C. Have a complete physical and determine necessary inoculations and immunizations, and how far in advance of the trip they must be completed.

D. Apply for a passport and any necessary visas.
To:  ____ Education Department Professor
     ____ Professor in the Bible & Theology Dept.  ____ Student Services Personnel
     ____ Professor in the Arts & Sciences Dept.  ____ Employer

From: Education Department

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

| Based on your knowledge of the student, please circle one of these general ratings: |
|-------------------------------|-------------|-------------|-----------------|--------------------|
| Highly Recommend             | Recommend   | Recommend with Reservation | Do not Recommend |

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

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

___________________________    ________________________
Print Name and Signature            Date
Appendix A

Curriculum Status Sheets

*Please see your advisor for the most current curriculum design.*

**Program Sheets are available for the following:**
1. Early Childhood Education
2. Middle Level ~Science Concentration
3. Middle Level ~Social Studies Concentration
4. Middle Level ~Mathematics Concentration
5. Middle Level ~English/Language Arts Concentration
6. Middle Level ~Science Focus with Math
7. Middle Level ~Science Focus with Social Studies
8. Middle Level ~Science Focus with English/Language Arts
9. Middle Level ~Social Studies Focus with Science
10. Middle Level ~ Social Studies Focus with Math
11. Middle Level ~Math Focus with Social Studies
12. Middle Level ~ Math Focus with English/Language Arts
13. Middle Level ~ Math Focus with Science
14. Middle Level ~ English/Language Arts Focus with Science
15. Middle Level ~ English/Language Arts Focus with Math
16. Bible Education
17. Health and Physical Education
Appendix B

Application to the Education Program
Lancaster Bible College
Education Department
Application to the Education Program

This application should be submitted before the completion of 45 credits including six credits of education courses and the Basic Skills Requirement. Students **will not be permitted** to enroll in additional education courses until the application process is completed.

Name ____________________________________________ Stop # ____________

Email Address ____________________________________________________________________________

Local or Cell Phone Number (____)__________________________________________________________

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

Check the Area of Your Interest:
- Early Childhood Education
- Health and Physical Education
- Middle Level Focus
- Bible Education
- Middle Level Concentration

Circle Your Current Status:
15 credits or less  15-45 credits  46-66 credits  67 & above credits

Current GPA: ______  Professional GPA: (if you are not an entering freshman) ______

Myers Briggs Scores:  College Entrance Test – Scores
E ______  I ______  Please supply ONE set of scores.
S ______  N ______  SAT ______  ACT ______
T ______  F ______  Writing _____  English _____
J ______  P ______  Math _____  Math _____
Reading _____

Courses Completed: Check those courses already completed
EDU 101 The Teaching Profession  _____ at LBC  _____ transferred in from _________
EDU 103 The Education of Children  _____ at LBC  _____ transferred in from _________
EDU 105 The HPE Professional  _____ at LBC  _____ transferred in from _________

Basic Skills Requirement
Which method are you using to pass the Basic Skills requirement?

  ____ PAPA  ____ Praxis Core  ____ SAT  ____ ACT

If your scores are not available, what date will they be received? _________________________

*This application will not be reviewed until passing scores are received.*

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

Faculty Reference: reference given to ____________________________________________
Request a non-Education faculty member to complete a reference form and submit it to the Ed Department.
Lancaster Bible College  
Education Department  
**Admission Reference Form**

**To:**  
____ Full Time Professor  
____ Student Services/Small Group Leader

**From:** Education Department

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

| Based on your knowledge of the student, please circle one of these general ratings: |
| Do not recommend | Recommend with reservation | Recommend | Highly recommend |

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

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<td>Dependability</td>
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<tr>
<td>Promptness</td>
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<tr>
<td>Initiative</td>
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<tr>
<td>General health</td>
<td></td>
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</tr>
<tr>
<td>Independence and self-confidence</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

_________________________  
Print Name and Signature

_________________________  
Date

Please submit directly to Education Department.
Appendix C

Health and Physical Education
Student Teaching Policies and Procedures
The following are points of clarification for the Student Teaching experience for the Health Physical Education:

1. **Schedule**

   Both placements during the student teaching semester are to be scheduled as full-time experiences. The configurations will vary depending on the availability of certified cooperating teachers. The student teacher will be assigned to a cooperating teacher to mirror the cooperating teacher’s schedule. Ideally, one placement will be in an elementary or middle setting and the other in a secondary setting. This may vary according to the school’s structure.

2. **Lesson Plans**

   Due to the limited number of times the student teacher meets each grade level, the number of fully scripted lesson plans will be determined by the college supervising professors. As a guideline, the sequence for full and block plans will be 3 full plans for each grade level, followed by the block plans for each class thereafter.

3. **Unit Plans**

   The student teacher shall prepare 2 mini-units at each placement. The combination of levels and subjects will be determined by consultation with cooperating teacher, college supervisor and student teacher. Of the 4 mini-units, 2 must be in Health. The entire mini-unit will be comprised of a minimum of 5 full lesson plans.

4. **Athletic Participation at the Placement School**

   The student teacher is assigned to a cooperating teacher who may have athletic responsibilities. When these include administrative (AD) responsibilities the student teacher will assist/participate as a part of the full day schedule.

   If the athletic responsibilities of the cooperating teacher are beyond the full day’s activities, as an extracurricular activity, the student teacher may choose to participate according to the following guidelines:
- It must be purely voluntary, with no financial remuneration for any efforts or time.
- The time commitment may not exceed 12 hours per week.
- The student teacher must submit a proposal before the first day of the activity delineating the athletic schedule for the 7 weeks of the placement.
- The proposal is subject to the approval of the Education Department.
- The Education Department may terminate participation in the activity for any reason, such as non-completion or preparation for teaching, as seen and documented by the cooperating teacher, college supervisor and student teacher.

5. **Substitute Teaching**

The student teacher may not be considered a substitute teacher when the cooperating teacher is absent or must assume athletic responsibilities. Scheduled games and practices will not be deemed as emergencies.
Appendix D

Summary of Criteria for Retention and Certification
Early Childhood Education (PreK-4)

1. Cumulative GPA – 2.80
2. Professional GPA – 3.00
3. Math – 2.75 (MAT 202 & ELE 431) (Admission to MAT 202 requires a minimum 2.2 in math elective)
4. English Composition and Writing Intensive Literature course GPA - 2.75
5. Phonics Test – 90%
6. Pass Basic Skills Testing before completing 45 credits.
   See PDE for details www.education.pa.gov
7. Pennsylvania Educator Certification Test (PECT) – www.pa.nesinc.com
   • Module 1 – Child Dev, Assessment, Professional
   • Module 2 – Lang., Social Studies, Arts
   • Module 3 – Math, Science, Health
8. TB Test
9. Criminal Record check
10. Child Welfare check
11. Federal Fingerprinting
12. Satisfactory ratings in Internship and Practicum
13. Satisfactory ratings in Christian school and public school student teaching placements (PDE 430)
14. Certificates awarded
   • ACSI Standard Certification (K-8)
   • Pennsylvania Instructional I (PreK-4)

Middle Level Education (4-8)

1. Cumulative GPA – 2.80
2. Professional (including content courses) GPA – 3.00
3. Math – 2.75 (6 credits)
4. English Composition and Writing Intensive Literature course GPA - 2.75
5. Grammar Test – 90%
6. Pass Basic Skills Testing before completing 45 credits.
   See PDE for details www.education.pa.gov
   • Grades 4-8 Core Assessment: Pedagogy, English/Social Studies, Math/Science
   • Grades 4-8 Concentration Tests depending on program: English, Social Studies, Math, Science
8. TB Test
9. Criminal Record check
10. Child Welfare check
11. Federal Fingerprinting
12. Satisfactory ratings in Internship and Practicum
13. Satisfactory ratings in Christian school and public school student teaching placements (PDE 430)
14. Certificates awarded
   • ACSI Standard Certification (K-8)
   • Pennsylvania Instructional I (4-8)

Health and Physical Education (K-12)

1. Cumulative GPA – 2.80
2. Professional (including content courses) GPA – 3.00
3. English Composition and Writing Intensive Literature course GPA - 2.75
4. Pass Basic Skills Testing before completing 45 credits.
   See PDE for details www.education.pa.gov
5. Praxis II – www.ets.org/praxis/pa
   • Fundamental Subjects Content Knowledge
   • HPE Content Knowledge
6. Motor, locomotor, & nonlocomotor skills prior to accumulating 120 credits
7. TB Test
8. Criminal Record check
9. Child Welfare check
10. Federal Fingerprinting
11. Satisfactory ratings in Internships and Practicum
12. Satisfactory ratings in Christian school and public school student teaching placements (PDE 430)
13. Certificates Awarded
   • ASEP Coaching Certificate
   • ASEP Sport – First Aid – Certificate
   • Pennsylvania Instructional I (K-12)
   • ACSI Standard Certification (K-12)

School Counselor Education (K-12)

1. Completion of BSB/MEd program
2. Cumulative GPA – 2.80
3. Professional GPA – 3.00
4. English Composition and Writing Intensive Literature course GPA - 2.75
5. Math – 6 credits
   See PDE for details www.education.pa.gov
   • School Guidance Counseling
8. TB Test
9. Criminal Record check
10. Child Welfare check
11. Federal Fingerprinting
12. Satisfactory ratings in Field Service (1-4)
13. School Counseling Internship (Elementary or Secondary)
14. Certificate Awarded
   • Educational Specialist I
There are several ways to pass the Basic Skills Testing requirement for pre-service educators in Pennsylvania.

1. **PAPA (Pre-Service Academic Performance Assessment)** – [www.pa.nesinc.com](http://www.pa.nesinc.com)

<table>
<thead>
<tr>
<th>Passing Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option #1</strong></td>
</tr>
<tr>
<td>Reach a minimum of 220 on each test</td>
</tr>
<tr>
<td>1. Module 001 Reading – 220</td>
</tr>
<tr>
<td>2. Module 002 Math – 220</td>
</tr>
<tr>
<td>3. Module 003 Writing – 220</td>
</tr>
<tr>
<td><strong>Option #2</strong></td>
</tr>
<tr>
<td>Composite Score of 686</td>
</tr>
<tr>
<td>Candidates must meet PAPA qualifying score of 220 in at least one area and must meet the minimum composite score total.</td>
</tr>
<tr>
<td>1. Module 001 Reading – 193</td>
</tr>
<tr>
<td>2. Module 002 Math – 197</td>
</tr>
<tr>
<td>3. Module 003 Writing – 192</td>
</tr>
</tbody>
</table>

2. **Praxis Core Academic Skills** - [www.ets.org](http://www.ets.org)

<table>
<thead>
<tr>
<th>Passing Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option #1</strong></td>
</tr>
<tr>
<td>Reach a minimum score on each test.</td>
</tr>
<tr>
<td>1. Reading (5712) – 156</td>
</tr>
<tr>
<td>2. Writing (5722) – 162</td>
</tr>
<tr>
<td>3. Math (5732) – 150</td>
</tr>
<tr>
<td><strong>Option #2</strong></td>
</tr>
<tr>
<td>Composite Score of 475</td>
</tr>
<tr>
<td>Candidates must meet passing score in at least one area, must achieve composite total, and must meet the minimum composite scores.</td>
</tr>
<tr>
<td>1. Reading (5712) – 148</td>
</tr>
<tr>
<td>2. Writing (5722) – 158</td>
</tr>
<tr>
<td>3. Math (5732) – 142</td>
</tr>
</tbody>
</table>

3. **SAT (Scholastic Achievement Test)**
   - SAT score of 1550.
   - No individual section (Critical Reading, Writing, and Math) of less than 500.

4. **ACT (American College Test Plus Writing)**
   - ACT plus writing score of 23.
   - The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.

   *** Remember that the Basic Skills requirement must be completed **before a student earns 45 credits** in order to be admitted formally in the Education department and to continue in Education courses.

If you have questions on which option will work for you, please contact Mrs. Hershey or Dr. Dodson.
Appendix E

Certification Admissions and Completion
Certification Admissions and Completion

◈ General Policy

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

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

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

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

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

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

Participation in the curriculum of a certification program at Lancaster Bible College leading to the receiving of certification is consistent with general admissions policy at the College. Individuals transferring to the College with a bachelor’s degree from an appropriately accredited institution who wish to obtain certification through Lancaster Bible College must complete the following requirements:

1. Fulfillment of all admissions standards for acceptance into Lancaster Bible College.

2. Fulfillment of all admissions standards for acceptance into a certification program as stipulated in the Education Handbook on pages 4-7.

3. Submission of one official transcript of all college work to the College Registrar.

4. Consultation with the Certification Officer in the Education Department in order to establish a course of study that will result in the faculty being able to recommend the individual for certification in the Commonwealth of Pennsylvania.

5. Successful completion of all requirements in the curriculum of the specific education program at Lancaster Bible College.

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

Placement Request Form
Sample Letter

April 1, 20--

Dear Student,

Congratulations! You have arrived at a very significant point in your academic program. You have earned sufficient credits to be thinking and planning for two important events: Practicum and Student Teaching.

Please complete the inside of this form entirely. *Any blank item will require the form to be returned to you for completion and may delay the process.* This form must be returned by **May 1, 20--** to the Education office. If this form is submitted after that date, it may impact the probability of attaining your requested schools.

Requests for schools and grades for your placements will be considered when making assignments. Due to the adjustments and changes that frequently occur in schools, your flexibility is necessary. We will attempt to honor your request, but can make no guarantees.

We are anticipating wonderful things in these coming semesters. May the Lord give you clear direction and wisdom in your selections.

Sincerely in Christ,
Julia Hershey, MEd
Chair, Education

Bob Dodson, EdD
Certification Officer
Name_________________________Stop # _____
Email________________________
Your Education Program: ____________________
Your total earned credits: __________________
Your current cumulative GPA: ______________
Your current professional GPA: ____________

List all your previous field experiences and internships.

Internship #1
School ________________________________ Grade ________________
Teacher ________________________________ Date ________________

Internship #2
School ________________________________ Grade ________________
Teacher ________________________________ Date ________________

Internship #3 (optional)
School ________________________________ Grade ________________
Teacher ________________________________ Date ________________

Where do you expect to be living during your final 2 semesters?
• campus dormitory
• off campus: city/town _____________________________

Will you provide your own transportation to these schools?
• Yes  • No
Practicum is a 13 week placement in an urban school. Practicum must be completed in the semester immediately preceding student teaching. If you have preference in schools, please list these as well as grades or levels. Please offer 2 alternate choices.

School #1 ___________________________ Grade _________
School #2 ___________________________ Grade _________

Which semester do you anticipate registering for Practicum?  • Spring 20__ or • Fall 20__. When registering for this placement, be sure to arrange your classes to provide ample time for a 3 hour block in the classroom.

Student Teaching includes two placements, each 7 weeks in length. Typically the Christian school placement is the first one and the public one follows. Should you be considering an International Student Teaching, you should have already met with Mrs. Hershey. List two options for each placement. Your choices should not repeat a school where you have done a previous field placement. The school must be within a maximum of 40 miles from the LBC campus.

Christian School Choices

#1 ______________________________________ Grade _________
#2 ______________________________________ Grade _________

Public School Choices

#1 ______________________________________ Grade _________
#2 ______________________________________ Grade _________
Appendix G

Assignment Forms
Internship Placement

Name ___________________________________________ Stop No. ____________

School ____________________________________________

School Phone _________________________________________

Teacher ___________________________________________ Grade ____________

Day ___________________________ Time ____________

Have a wonderful experience this semester as you touch the lives of these students. Each visit leaves an impression on students, teachers, and school principals. Be found faithful!

Remember:

■ Seek for ways to prepare activities for the classroom by planning a week ahead, calling the cooperating teacher days before you go, and taking the initiative with your own ideas.
■ Always call the school and/or the teacher if you are ill and unable to meet your responsibilities for that day. Remember you must meet the time requirements.
■ Observe the rules of the school, including dress code.
■ Have your contract signed by the cooperating teacher the first day, then by the College Supervisor before submission to the Education Department.
■ Be sure to have read the Internship Manual and are aware of your responsibilities.
■ Complete the background information sheet for the cooperating teacher.
■ Be ready to work. Look for work. Ask for work. You are there to work, not just observe!
■ Maintain the weekly entries in your Reflection Journal. Each week must be completed.
■ Submit the weekly report sheets to your academic advisor within 24 hours following your activity.

Enjoy this opportunity. I’ll be praying for you and look forward to hearing of your experiences in the classroom.

Bob Dodson, Ed.D.
Coordinator of Field Experiences
Practicum Placement

Name ____________________________  Stop No. __________

School __________________________________________

School Phone ______________________________________

Teacher __________________________  Grade __________

Day ____________________________________  Time __________

Have a wonderful experience this semester as you touch the lives of these students. Each visit leaves an impression on students, teachers, and school principals. Be found faithful!

Remember:

- Seek for ways to prepare activities for the classroom by planning a week ahead, calling the cooperating teacher days before you go, and taking the initiative with your own ideas.
- Always call the school and/or the teacher if you are ill and unable to meet your responsibilities for that day. Remember you must meet the time requirements.
- Observe the rules of the school, including dress code.
- Be sure to have read the Internship Manual and are aware of your responsibilities.
- Complete the background information sheet for the cooperating teacher.
- Be ready to work. Look for work. Ask for work. You are there to work, not just observe!
- Maintain the weekly entries in your Practicum Journal. Each week must be completed.
- Submit the weekly report sheet to your academic advisor.

Enjoy this opportunity. I’ll be praying for you and look forward to hearing of your experiences in the classroom.

Bob Dodson, Ed.D.  
Coordinator of Field Experiences
**Student Teacher Assignment**

**Student Teacher:** ____________________________  Semester: _____

Student Email: ____________________________  Student Stop # ____________

**First Experience**

School: __________________________________________

Cooperating Teacher: ____________________________

School Phone: _______________  Cooperating Teacher Email: ____________

Dates of Placement: ____________________________

College Supervisor: ____________________________

**Second Experience**

School: __________________________________________

Cooperating Teacher: ____________________________

School Phone: _______________  Cooperating Teacher Email: ____________

Dates of Placement: ____________________________

College Supervisor: ____________________________

**Additional Comments:** __________________________________________

__________________________________________  ________________________

__________________________________________  ________________________

__________________________________________  ________________________

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Appendix H

Student Teacher Observation Forms
Classroom Observation of the Cooperating Teacher

Record your observations of the cooperating teacher in his/her classroom. Use this as a guide for gathering the information needed for you as you assume more and more responsibilities.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the daily agenda or schedule look like? How does it compare with any that are posted?</td>
<td></td>
</tr>
<tr>
<td>What routine has been established for classroom procedures such as attendance, materials, etc.?</td>
<td></td>
</tr>
<tr>
<td>What strategies are used to motivate students when new lessons are introduced?</td>
<td></td>
</tr>
<tr>
<td>What provisions are made for individual differences among the students?</td>
<td></td>
</tr>
<tr>
<td>What classroom management techniques are used that might be helpful for you?</td>
<td></td>
</tr>
<tr>
<td>What instructional strategies and activities are used to develop a classroom environment that enhances learning?</td>
<td></td>
</tr>
<tr>
<td>What activities are used to enhance higher-level thinking?</td>
<td></td>
</tr>
<tr>
<td>How are transitions managed?</td>
<td></td>
</tr>
<tr>
<td>What is the homework policy?</td>
<td></td>
</tr>
<tr>
<td>How are plans made for the classroom aide or parent volunteer?</td>
<td></td>
</tr>
<tr>
<td>Other observations</td>
<td></td>
</tr>
</tbody>
</table>
**Lesson Observation of the Cooperating Teacher**

Record your observations of the cooperating teacher in his/her classroom. Use this as a guide as you begin the planning of your instruction.

Grade ___________________ Subject _______________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the teacher start the lesson? How did the teacher link it to previous learning or prior lesson? How did he/she arouse students’ interest? How did the teacher make the purpose and relevance of the lesson apparent?</td>
<td></td>
</tr>
<tr>
<td>What kinds of questions did the teacher ask? High or low level? Types of questions? What kinds of questions did the students ask?</td>
<td></td>
</tr>
<tr>
<td>Which of the instructional procedures were incorporated into the body of the lesson?</td>
<td></td>
</tr>
<tr>
<td>What materials or technology were used in this lesson?</td>
<td></td>
</tr>
<tr>
<td>How did the teacher introduce information to be learned? How was a textbook used? Where did the new information come from?</td>
<td></td>
</tr>
<tr>
<td>What was the essential question or big idea of this lesson?</td>
<td></td>
</tr>
<tr>
<td>How was a biblical truth integrated in the instruction?</td>
<td></td>
</tr>
<tr>
<td>How did the classroom arrangement affect the teaching and learning?</td>
<td></td>
</tr>
<tr>
<td>What type of strategy was used for closure to the lesson? How were the assignments given?</td>
<td></td>
</tr>
<tr>
<td>Which students appeared to be actively engaged in the lesson? Which ones were clearly not?</td>
<td></td>
</tr>
<tr>
<td>Other observations</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

Scholarships and Awards
**John B. Allshouse Education Scholarship**

Each spring, this cash award will be given to an Education student for the following academic year. The student must be matriculated in an Education program leading to a BS degree, have earned a minimum of 80 credits at LBC, and be full-time carrying at least 12 credits. The student must demonstrate through practical experiences and field placements a commitment to serve the Lord as a teacher. The student must have evidence of a financial need. The faculty in the Education Department will make nominations which are reviewed by the Scholarship Committee.

This award is funded through the John B. Allshouse Education Scholarship Endowment.

**CHB Education Scholarship**

Each spring, this cash award will be given to two Education students for the following academic year. One of the eligible students will have completed a minimum of 60 credit hours in the Education Department, and the second will have completed 120 credit hours. The students must declare and demonstrate their commitment to serve the Lord as a teacher or school counselor through their academic endeavors. The faculty in the Education Department will make nominations which are reviewed by the Scholarship Committee. Priority consideration will be given to students who are from Lancaster or Lebanon counties with a financial need.

This award is funded through the CHB Education Scholarship Endowment.

**Noreen Kline Education Scholarship**

Each spring this cash award will be given to Education students who have completed an application for scholarships, earned at least 60 credits at LBC, and demonstrated a commitment to serve the Lord as a teacher through academic endeavors and practical field experiences. The student(s) must have a financial need and a 3.0 GPA. The faculty in the Education Department will make nominations which are reviewed by the Scholarship Committee.

This award is funded through the Noreen Kline Education Scholarship Endowment.

**Ruth Niles Inspiration Award Scholarship**

Each spring this award will be given to a female undergraduate student majoring in Elementary Education. The student must be entering her junior or senior year, have a sincere love for children and evidence passion to teach Bible to children in a way that is understandable and creative. The student must have significant and/or personal obstacles to completing LBC education. The faculty in the Education Department will make nominations which are reviewed by the Scholarship Committee.
Master Teacher Award

Each year at Spring Commencement a graduating senior from the Education Department is presented the Master Teacher Award. This award goes to the individual who best exemplifies the characteristics of the Master Teacher, Jesus Christ. In order to determine the recipient of this award, the following criteria are reviewed and rank ordered:

- The evaluations from each Internship and Practicum during the student’s years at the College, totaled and averaged
- The four evaluations completed by the Cooperating Teachers and the College Supervisors from the student teaching placements, totaled and averaged
- The cumulative grade point average
- The grade point average in the professional courses
- A minimum of two years at Lancaster Bible College

A monetary award and a book that will be of significant assistance to the classroom teacher. This award is presented by the Education Department.

The McIlwaine Science Award

Each year a graduating senior in the Elementary Education program will be the recipient of the McIlwaine Science Award. This student must meet the following criteria:

- Have completed a minimum of 125 hours of study at Lancaster Bible College including science courses, science methods course and student teaching
- Demonstrate a biblical commitment to ensuring that students understand science from a Christian perspective
- Have a minimum GPA of 3.5 in the science and science methods courses
- Have used a hands-on approach to teaching science during student teaching

These criteria will be reviewed by the Chair of the Education Department, the head of the science department or science professor and the student teacher supervisors.

This award is funded through the The McIlwaine Science Award Endowment.

Literacy Keys Award

The award goes to the graduating senior in an education program who has shown knowledge, enthusiasm and a repertoire of literature and skills to help the learner unlock the written word. The student must meet the following criteria:

- The knowledge and demonstration of the components of literacy instruction: decoding, comprehension, writing, literature, and oral language
- The ability to integrate literacy in all the subject areas
- The demonstration of enthusiasm for literacy and literature
- Nominations from the Education Department faculty teaching the ELE/ELM courses
- Ratings in Practicum (EDU 450) and Student Teaching (EDU 499) that indicate strong literacy instruction
- Selection by the Chair of the Education Department

The recipient will receive a one year membership to the International Reading Association which includes a one year subscription to The Reading Teacher and a cash award of $100. This award is funded by Dr. Penny Clawson.
Appendix J

Instructional Templates
## Objectives/Outcomes

The student will...

(Use verbs that are observable and measurable following Bloom’s taxonomies.)

## Essential Questions

The key ideas that the student is to take away from the lesson in question form

## SAS/Nat’l Content

Identify the number and text of the standards to be used.

## Evaluation

Indicate the assessment plan for each objective or outcome.

## Materials

- List the materials used at the appropriate location in the plan.
- Include the student and teacher materials to be used.
- Cite the publication information at the conclusion of the lesson plan.

## Procedures

- **Attention Getter** – the motivational activity that connects the student to prior knowledge
- **Summary Directive** – announcement to the students of the content and the expected outcomes of the lesson
- **Group Instruction/Group Demonstration** – the instruction and model of the knowledge or skill in order to achieve the objective/outcome and answer the essential question
- **Guided Practice** – the activities designed to provide the student with opportunities to practice using the skill or knowledge with immediate feedback, scaffolding or differentiation
- **Independent Practice** – the activities designed to provide the student with opportunities to practice the skill or knowledge with delayed feedback
- **Biblical Integration** – the discussion revealing the character of God as seen in the topic or EQ of the lesson
- **Assessment** – the activities incorporated into the lesson to measure the learning and achievement of each objective or outcome
- **Closure** - the questions or statements restating the materials or skills learned in the lesson
### Unit Title

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade Level</th>
</tr>
</thead>
</table>

**Unit Goal –**

**Big Idea –**

**General Biblical Integration –**

**Standards Aligned System (Written out with the numerical designation from the website)**

- 
- 
- 

**National Content Standards –**

- 
- 
- 

**Unit Objectives**

- 
- 
- 

**Unit Assessment Plan**

- 
- 
-
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Lesson Title</th>
<th>Lesson Objective(s)</th>
<th>Essential Question for the Lesson Content</th>
<th>Lesson Procedures</th>
<th>Biblical Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TSW</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>TSW</td>
<td></td>
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<td></td>
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<td>3</td>
<td>TSW</td>
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</tr>
<tr>
<td>5</td>
<td>TSW</td>
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**Resources –**

-
Appendix K

Rubrics
Lesson Plan
1=low, 5=high, NA=Not Applicable

I. Objectives
   A. Specific, observable, measurable
   B. Representation in the specific domains
   C. Appropriate academic standard identified
   D. Essential questions that require student thinking

II. Materials
   A. Listed at appropriate locations in written plan
   B. Includes both teacher and student materials
   C. Sources noted at the conclusion of the plan

III. Presentation Procedures
   A. The effectiveness of the attention getter
   B. The clarity of the summary directive
   C. Accurate group instruction and demonstration
   D. Organized group instruction and demonstration
   E. Sequenced group instruction and demonstration
   F. Sufficient guided practice
   G. Appropriate independent practice
   H. Apparent closure to lesson

IV. Content and/or Skills
   A. Use of technology as a learning tool
   B. Evidence of integration of biblical principles
C. Appropriate for the indicated grade level

D. Linked essential question to SAS/Nat'l standards

V. Evaluation

A. Assessments reflect Bloom’s Taxonomies

B. Evaluation components address each objective or SAS/Nat'l

C. Reinforcement & opportunity for application given

D. Includes authentic assessment of student knowledge or skill

Comments:  

Grade____________  

___________________________________________________________

Professor’s Signature
Name __________________________________________ Assignment _______________________

Education Course ____________________________ Time ________________________________

Date __________________________________________

**Class Presentation Evaluation**

1=low, 5=high, NA=Not Applicable

I. **Personal Presentation**

A. Preparation: thoroughly familiar, well rehearsed  1 2 3 4 5
B. Poised, relaxed, nervousness not apparent  1 2 3 4 5
C. Stance: movement without pacing  1 2 3 4 5
D. Voice: pleasant quality  1 2 3 4 5
E. Eye Contact: maintained throughout presentation  1 2 3 4 5
F. Diction: clearly enunciated, absence of redundant patterns, appropriate speed  1 2 3 4 5
G. Grammar: proper usage  1 2 3 4 5

II. **Professional Presentation**

A. Pace: varied, according to content  1 2 3 4 5
B. Animation: noticeable in voice and gestures  1 2 3 4 5
C. Attention devices: mood-setting, facial expression, gestures  1 2 3 4 5
D. Style: comfortable choice for the speaker  1 2 3 4 5
E. Transitions: smooth, good use of sequence words  1 2 3 4 5
F. Listener interaction: incorporates audience feedback  1 2 3 4 5
G. Background of knowledge: ability to handle questions  1 2 3 4 5
H. Media: professional in appearance  1 2 3 4 5

Comments: ________________________________

Grade___________________

_______________________________________________

Professor’s Signature
Development of Instructional Materials
1=low, 5=high, NA=Not Applicable

I. **Professional Appearance**
   A. Age level: appropriate for stated ages
   B. Size: can accommodate various sized groups
   C. Edges/borders: Trim, neat, exact
   D. Layout: carefully designed and spaced
   E. Eye appeal: colors, letters, balance

II. **Concept Development**
   A. Develops, reinforces, or introduces a concept
   B. Meets stated objectives for activity
   C. Includes a means for closure and assessment
   D. Includes more than one level of activity

III. **Directions**
   A. Simply stated
   B. Sequentially listed
   C. Complex ideas accompanied by examples and/or diagrams
   D. Identifies how one wins
   E. Identifies strategies/deviations that may lead to questions
   F. Maintains professional appearance
IV.  Components

A. Game pieces:  enough for each participant  1  2  3  4  5
   easily manipulated  1  2  3  4  5
   movable parts work easily  1  2  3  4  5
   appropriate size for age group  1  2  3  4  5
   appropriate storage  1  2  3  4  5

B. Game board:  Laminated for durability  1  2  3  4  5

V.   Lettering

A. Size: proportionate for game board  1  2  3  4  5
B. Capitals and lower case:  used correctly  1  2  3  4  5
C. Spacing:  consistent  1  2  3  4  5
D. Style:  easily read and properly aligned  1  2  3  4  5

VI. Computerized creation of the materials

A. Visual appeal and readability  1  2  3  4  5
B. Format and layout of piece(s)/handouts/transparencies/game boards  1  2  3  4  5
C. Consistent lines and spaces  1  2  3  4  5
D. Font quality, choice and size  1  2  3  4  5
E. Accuracy in design  1  2  3  4  5
F. Appropriate choice of graphics  1  2  3  4  5

Comments:  

Grade __________________

Professor’s Signature __________________________
Name ___________________________________________ Grade Level __________________________________

Education Course ___________________________________ Content ____________________________________________

Date ________________________________________________

**Instructional Unit**
1=low, 5=high, NA=Not Applicable

**I. Scope and Sequence Plan**

A. Defined unit goal
   1  2  3  4  5

B. Articulated big idea for the unit
   1  2  3  4  5

C. Specific PA academic standards for the content area
   1  2  3  4  5

D. Specific national academic standards for the content area
   1  2  3  4  5

E. Observable and measurable objectives
   1  2  3  4  5

F. Essential questions linked to objectives
   1  2  3  4  5

**II. Content**

A. Constructed to meet objectives
   1  2  3  4  5

B. Appropriate to developmental level
   1  2  3  4  5

C. Pace of instruction
   1  2  3  4  5

D. Evidence of integration of biblical principles
   1  2  3  4  5

E. Sufficient coverage of the topic(s)
   1  2  3  4  5

F. Evidence of a depth of knowledge and understanding
   1  2  3  4  5

G. Evidence of compliance with national/state standards
   1  2  3  4  5

**III. Design**

A. Initial activity to set the learning
   1  2  3  4  5

B. Clear lesson plan format
   1  2  3  4  5

C. Activities for every level of thinking (Bloom’s Taxonomy)
   1  2  3  4  5

D. Active student involvement
   1  2  3  4  5

E. Supplementary activities for differentiated learning
   1  2  3  4  5

F. Supplementary activities for student enrichment
   1  2  3  4  5

G. Instructional media
   1  2  3  4  5
H. Sufficient resource documentation
I. Culminating activity for unit closure

IV. Mechanics
   A. Works cited following MLA standard
   B. Accurate use of grammar
   C. Correct spelling

Comments:

Grade ____________________

________________________________________

Professor’s Signature
I. Professional Appearance

A. Lettering

1. Proportionate to pictures and board size 1 2 3 4 5
2. Capitals/lower case used correctly 1 2 3 4 5
3. Neatly cut, edges trimmed, laminated 1 2 3 4 5
4. Displayed evenly 1 2 3 4 5
5. Accurate spelling, punctuation, and grammar 1 2 3 4 5

B. Illustrations

1. Appropriate size ratio for board 1 2 3 4 5
2. Overall design and use of space 1 2 3 4 5
3. Appropriate for the grade level indicated and concept dev. 1 2 3 4 5
4. Neatness and artistic appearance 1 2 3 4 5

C. Borders and Background

1. Color coordinated 1 2 3 4 5
2. Neatly cut, edges trim, or appropriate material 1 2 3 4 5
3. Crisp and neat appearance 1 2 3 4 5

II. Content

A. Subject Matter

1. Appropriate for indicated grade level 1 2 3 4 5
2. Reinforcement of selected concept 1 2 3 4 5
3. Illustrates the concept objective

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B. Methodology

1. Appropriate for indicated grade level

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2. Invites related hands-on activities

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3. Evaluation procedures evident

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4. Meets lesson/unit objectives

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III. Creativity

A. Overall appearance

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B. Clever, catchy caption/title

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C. Use of information

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D. Activities

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IV. Identification

A. 4 x 6 card with name and course number

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B. Appropriate SAS/National Standards listed

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C. Engaging Essential Question

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Comments:

Grade____________________

Professor’s Signature
Name __________________________________ Assignment ____________________________

Education Course __________________________

Date ______________________________

**Designing Rubrics**
1=low, 5=high, NA=Not Applicable

### I. Design

<table>
<thead>
<tr>
<th></th>
<th>Description of task</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Instruction for task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>Task analyzed matches objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>Proficiency defined</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>Description written in clear terms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>Description appropriate for accomplished levels</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>National standards addressed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>Rubric appropriate for grade level</td>
<td>1</td>
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### II. Content

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<tr>
<th></th>
<th>Materials listed and appropriate for grade and/or age level and/or developmental level</th>
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<tr>
<td>A</td>
<td>Time requirement appropriate to complete the task</td>
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<td>B</td>
<td>Grouping defined (self, group, or partner)</td>
<td>1</td>
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</tr>
<tr>
<td>C</td>
<td>Accommodations made for diverse student ability</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>Task requires student demonstration of competency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>Objectives listed which are specific, measurable, and observable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>Practice time for mastery is identified</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>Design is professional and enjoyable</td>
<td>1</td>
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Comments: ____________________________________________________________

Grade________

Professor’s Signature __________________________________________

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Lancaster Bible College

84

Ed Dept 07/15
Appendix L

Teacher Center
IU 13 Teacher Center

Where is it located?
Burle Industries – 1020 New Holland Avenue. As you leave LBC campus, make a left on to Eden Road. Eden becomes Euclid. Stay on Euclid and make a right turn on to Butter Road at stop sign. Make a right at the traffic light on to Route 23, New Holland Avenue. Travel on Route 23, New Holland Avenue for about 1 mile and you will come to Burle Industries at the traffic light. Make a left turn into Burle Industries. Check the following website for more detailed information and map: www.IU13.org.

When is the center open?
The hours during the school year are:
- Tuesday 3:00 to 8:00 PM – school year hours begin August 18, 2015
- Closed school holidays; check the website for current hours or call 717.606.1712 or 717.606.1810.

Who may use the Teacher Center?
Any LBC Education Student regardless of full or part-time

What will it cost?
$15.00 per registered Education course. Be sure to be consistent in the form used for your name. You must register each visit in the Center’s computer. The fee will automatically be charged as a lab fee for each Education course you choose at registration. Anyone visiting the center, not enrolled in an Education course, will be charged $25 a visit. These costs reflect the fees charged to LBC by the Lancaster Lebanon Intermediate Unit.

What type of things are there?
Poster board, tag board, construction paper, file folders, envelopes, lettering and symbols punch, laminator, poster paint and brushes, pastels, markers, scissors, rubber cement, rubber stamps, overhead transparencies, overhead projector, opaque projector, and more!

What to remember when using the Teacher Center?
- You pay for each visit to the Teacher Center, regardless of the duration. Be sure to make each visit worth the cost by avoiding those of less than 2 hours. Plan your work accordingly.
- No religious materials should be produced; whether Christian, Jewish, or other - no verses, crosses, tombs, Bibles, etc.
- Abide by the limitations on paper supplies.
- Large rolls of paper are for large images, not for bulletin board backgrounds.
- Take advantage of their files of games, file folder activities, bulletin board transparencies, etc.
- Felt tip markers when laminated will bleed a little.
- It is necessary to initial everything you have laminated so that each piece is identified.
- The laminator can only laminate materials 25” wide.
LBC’s Teacher Center
Fall 2015

Hours: Monday-Friday 8-5pm
Location: Last door of the Communication Lab booths in the Academic Building

General Guidelines
1. You must go through training to use LBC’s Teacher Center.
2. Please sign-in at the Education Department each time you use the Center.
3. You will need to have the Education Department assistant unlock the door for you.
4. Only use the materials that you need. Do not waste supplies.

Punching out Letters (for a bulletin board)
1. Pre-select your colored construction paper. Give to department assistant to be laminated. (Note the lamination times.) You will NOT want to cut the letters first and then laminate them.
2. Determine how many of each letter you will need. Don’t forget to use upper and lower case letters correctly.
3. Use the Cricut machine to cut-out your letters.

Drawing Large Objects (for a bulletin board)
1. Find a figure to trace.
2. Using a classroom projector or document camera, project the image on the board.
3. Tape your poster board or paper to the whiteboard.
4. Trace using a PENCIL.
5. Remove the figure and color it in.
6. Give to Department Assistant to be laminated. (Note the lamination times.)

Creating a Game/Activity
1. Fasten with glue all the parts of your activity to a file folder, envelope, poster board, etc.
2. Create all the manipulatives, objects to move, etc.
3. Give to Department Assistant to be laminated. (Note the lamination times.)

Lamination
✓ Laminating will be done Tuesday and Thursdays at 11:00.
✓ Do not have any staples, glitter, or metal objects on items to be laminated.
✓ Write your name on the back of everything to be laminated.
✓ The width of the laminator is 25” wide.