## Field & Student Teaching Qualitative Data

The 2012- 2013 academic year yielded undergraduate student teachers with the following possible majors:

* Early/Primary Education (PK-4)
* Middle Level Education (4-8)
* Secondary Education (7-12)

At the graduate level in education, the majors that were available were:

* Elementary Education (one student only; Fall 2012)
* Special Education (ended Fall 2012)
* Secondary Education

Student teaching is currently defined as one twelve-week experience for initial certification programs. Special education students, who were by definition graduate-level students already holding initial teaching certification, completed one six-week placement.

During the 2012 fall semester, our students occupied 43 placements (in 32 schools / 15 districts), and during the 2013 spring semester there were 57 placements occupied in 30 schools / 15 districts throughout Northeastern Pennsylvania***.*** Participating school entities included:

* Abington Heights SD
* Bear Creek Community Charter School
* Carbondale Area SD
* Dallas SD (new!)
* Diocese of Scranton (Holy Cross HS, LaSalle Academy – new!)
* Dunmore SD
* Forest City SD (new!)
* Lackawanna Trail SD
* Lakeland SD
* New Story
* North Pocono SD
* Octorara SD – one student, through special permission
* Old Forge SD
* Pittston Area SD
* Riverside SD
* Scranton SD
* Valley View SD
* Wayne Highlands SD
* Western Wayne SD

In total, approximately 400 placements were occupied in area schools as part of field and student teaching experiences.In addition, approximately 180 Stage Three observations were completed by the Field Directors.

A database providing listings of co-operating teachers, student teachers and their grade level, subject area, placement sites and dates continues to be maintained by the Director of Field Experience. School districts are sent monetary stipends for the mentoring of our student teachers. At the end of the academic year, school district offices receive a list of co-operating teachers and the student teachers mentored, along with the stipend.

Co-operating teachers received professional development from the University in one formal and one informal setting: cooperating teachers attend an orientation at the beginning of student teaching, and field directors visited cooperating teachers in their classrooms at mid-semester for one-on-one outreach.