

STUDENT TEACHING

General Information

No other single phase of the teacher preparation program will likely have as great an impact on you as will student teaching. For the student teaching experience, you will teach in both your major and minor content areas for a minimum of thirteen consecutive weeks.

Requirements for student teaching are as follows:

1. Completion of the application form.
2. Overall cumulative GPA of 3.0. This requirement applies to education transfer credit as well.
3. Grades of C or better are required in all professional education classes.
4. Completion of Secondary Education levels 1 and 2.
5. Completion of at least 80% of major and minor coursework and approval department advisors.
6. A valid criminal background check required by the Utah State Legislature.
7. Completion of Educator Ethics Review.
8. Passage of Praxis exam in major content area if it is a core academic subject. Core academic subjects as defined in Title I of the ESEA are: all sciences, math, all arts, English, reading, foreign languages, history, geography, civics and government (including political science) and economics.
9. You must take the Praxis in minor content area if it is a core academic subject.
10. Achieve Advanced Low on the Oral Proficiency Interview (OPI) for world language majors/minors.

Other preparations you will need to complete include:

1. Attend a Student Teacher Application Session (STAS).
2. Payment of fees connected to SCED 5630 or department specific 5630.
3. Registration for SCED 5500 and SCED 5630 (Student Teaching Seminar and Student Teaching), or department specific 5500 and 5630.

4. Because student teaching is designed to be a full-time experience reflecting real-life job demands, on-campus classes (with the exception of SCED 5500) should not be scheduled. Outside employment, if necessary, should be judiciously managed.
5. Attendance at Office of Field Experience orientation meetings at beginning of the student teaching semester. Attendance at closing session at semester's end.
6. Transportation arrangements to and from student teaching assignment.

Application for Student Teaching

An application for student teaching must be submitted online and a hard copy returned to the Office of Field Experiences, Emma Eccles Jones Education Building, Room 330, according to the following schedule.

<u>Semester of Student Teaching</u>	<u>Deadline</u>
Fall	September 15
Spring	February 1
Summer	Unavailable

An application form is available at <http://fmprosvr.ed.usu.edu/apps> . Complete and submit online. Print and complete a hard copy. Turn in by deadline.

Regular Placement

Student teachers are placed with the goal of providing them with the best possible learning environment. Student teaching must occur in a classroom where there is a teacher certified in the same content area to serve as cooperating teacher. Student teachers are not allowed to teach classes not assigned to their cooperating teacher, nor are they allowed to be paid while student teaching. Under no circumstances should a student teacher arrange his/her own assignment with a particular teacher or school. There are numerous factors which must be considered in determining a student's placement. Among them are the following:

Factor #1 - Student's Request

The level, content and school the student teacher requests on his/her application form is given sincere consideration. You may not student teach in a school you attended or in a school where your siblings, children or relatives attend or work.

Factor #2 - Number of Student Teachers

The number of students teaching in a particular content area during a given year affects the placement choices. Also, USU assigns a student teacher to a cooperating teacher who has had at least three years of full time teaching experience.

Factor #3 - Demands of the Public Schools

The school district's and individual school's needs determine final placement. Building principals can accept or reject student teachers for their building based on the needs of the school's academic program.

Factor #4 - University Supervisor Availability

The availability of a University supervisor in the content area as well as the geographic area is an important consideration for placement. Your supervisor(s) will visit you a minimum of four times – more if you need additional support.

The final decision for placement of a student teacher is the responsibility of the Director of the Office of Field Experiences at USU. The director will take into account a variety of factors, which may not be fully outlined above, to create the opportunity for success in student teaching.

Distant Placement

Student Teaching Outside Utah

Student Teaching outside the state of Utah is discouraged. Placements can be very difficult to arrange and may be very expensive. The Office of Field Experience will accept applications for out of state placements from qualified students. Qualified students are those with a 3.5 GPA and no clinical evaluations below a 4. Acceptance of the application does NOT guarantee placement. If an acceptable supervision and student teaching site are obtained and the application is approved by the Undergraduate Committee, a fee of \$1000 will be assessed for remote supervision. The student is responsible for any additional costs above the initial \$1000.

International Student Teaching Placement

Utah State University offers students the opportunity to student teach abroad during the second half of the semester. The countries involved, program requirements and costs are all subject to change. More information is available from the Office of Field Experiences during the Student Teaching Application Sessions.

Student Teaching Goals

Student teachers will be able to:

- Demonstrate the ability to meet the wide variability of learner needs (social, emotional, physical, and intellectual) through assessment, planning, teaching, and evaluation of a variety of learning experiences.
- Self-assess their professional performance as a teacher based upon instructional models stressed throughout their education program.

- Demonstrate competence in management of student behavior and other components of classroom and instructional organization.
- Demonstrate a positive attitude toward continuing growth in professional relationships and instructional expertise.
- Demonstrate effective classroom performance through periodic evaluations by university supervisors.

Registration Information

The student teaching course is SCED 5630 (or ART 5630, ASTE 5630, FCSE 5630, HEP 5630, ETE 5630, LING 5630, PEP 5630). This is a 10 credit class. The minimum work day for a student teacher is equivalent to that of a teacher. The student teaching assignment must include classes in all major and minor areas for which the student teacher is seeking licensure. Student teachers are expected to teach approximately 80% of the teaching load of a regular teacher (or one class less than a regular teacher's load), with the remaining class periods being set aside for preparation, observation, study, consultation with cooperating teachers, extracurricular activities, and other related responsibilities.

The student teaching seminar must be taken concurrently with student teaching. This seminar course is SCED 5500 (or Art 5500, ASTE 5500, FCSE 5500, HEP 5500, ETE 5500, LING 5500, PEP 5500, THEA 5390 where applicable).

Some variations exist in student teaching and student teaching seminar format and arrangements across content areas. All student teachers should work closely with their academic advisor(s) and the secondary education advisor to be certain they are registered for the appropriate student teaching and student teaching seminar courses.

THE ROLE OF THE STUDENT TEACHER

Student teachers play two major roles during their student teaching semester. First, they are students because they are acquiring recognized teacher behaviors and skills which are generally accepted as contributing to a teacher's success in the classroom. Second, they are teachers because they are planning experiences for and directing the learning activities of others.

RESPONSIBILITIES OF STUDENT TEACHERS

Student teachers are placed in classroom settings for the purpose of becoming more familiar with curriculum, to gain a better understanding of instructional techniques, to develop and enhance classroom management skills and to learn school procedures.

Responsibilities of student teachers are listed below. (Noncompliance with one or more of the identified responsibilities is sufficient cause for review which may result in termination and/or change of the student teaching assignment.)

Student teachers are expected to:

- Bring to the teaching experience, competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.
- Be mindful that the student teacher is much like an apprentice within the public school setting. The student teacher should recognize, respect and make serious effort to implement the feedback and suggestions of the cooperating teacher and the school administration.
- Work with the cooperating teacher and university supervisor as a team in setting realistic expectations and goals and in giving feedback.
- Take the initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Remember the cooperating teacher has the final say in the classroom.
- Develop detailed lesson plans which are approved by the cooperating teacher and occasionally reviewed by the university supervisor.
- Adhere to the policies and procedures of the hosting school and district where the student teacher is assigned.
- Follow the calendar of the hosting school and comply with all school system and building regulations. This includes before and after school hours (contractual time).
- Teach a minimum of thirteen weeks as outlined by the Office of Field Experiences. The Utah State Office of Education requirement is 400 hours, which is roughly equivalent to thirteen weeks of minimum school days.

MISCELLANEOUS POINTS TO REMEMBER

Work Load

Student teachers are not to take on additional university courses and they are cautioned to limit outside work during the student teaching experience. The amount of work student teachers undertake during their student teaching experience has a direct relationship on their effectiveness as teachers. Teaching is a responsibility which must come FIRST! The obligation to the education of school pupils cannot be taken lightly. Therefore, responsibility other than teaching should be kept to a minimum.

Punctuality/Attendance/Absences

Punctuality is mandatory. Plan to meet each appointment and class on time.

Absences are NOT permitted during the student teaching experience except for extenuating circumstances (illness, bereavement). Should such conditions merit your absence, the cooperating teacher and university supervisor should be notified immediately, since adjustments within the classroom will need to be made. If absences accrue beyond three consecutive days, the Office of Field Experiences must be notified. The student teacher may be required to make-up the time missed during student teaching. Student teachers DO NOT have “Personal Leave” days.

Substitute Policy

At no time are student teachers to be used as substitute teachers during student teaching. Please let the Office of Field Experiences know of any violation of this policy. In the absence of the cooperating teacher, a student teacher may teach the classes for which s/he has been responsible. However, for liability reasons, the principal should assign a substitute teacher to attend the class.

Grading System for Student Teaching

Student teaching uses a pass/fail grading system. It is necessary for student teachers to pass in order to be endorsed for State of Utah certification. Obviously, a wide range of competencies will be covered by a grade of “pass”. This tends to place added emphasis on the need for detailed observations, comments and evaluation forms.

Removal from Student Teaching

Student teaching will be terminated by the Director of Field Experiences if the situation threatens the classroom students’ quality of education, the student teacher’s successful completion of student teaching, or the university’s ongoing relationship with the public schools. Before termination occurs, the cooperating teachers and/or university supervisors will notify the Director with serious questions and documentation concerning the student teacher’s effectiveness. The Director or the university supervisors will notify student teachers that they are at risk of failing student teaching and design a plan for addressing the areas of concern. Although the director and the university supervisors will work to support the efforts of student teachers, student teachers must accept the responsibility for their own professional conduct and make a concerted effort to address all areas of concern in positive, concrete ways.

If the remediation plan does not result in successful performance, the student teacher will be removed or given a failing grade for the student teaching experience. If the student requests a retake, additional remediation in the student teacher’s areas of weakness will be recommended by the Director in consultation with the university supervisors. A written plan for remediation, with requirements for documentation, will be outlined. This documentation must accompany the student teaching application when the student reapplies. The student will be given no credit for any of the previous student teaching and must meet current admission requirements at the time of re-application.

Appeal Process

An appeals board consisting of three individuals from the College of Education and Human Services is set up to handle a complete and thorough review of any case brought before it. Based upon their recommendations, a case may be referred to the Dean of the College of Education and Human Services. It is our goal to give each student fair and equal access to due process.

Liability Regarding Student Teachers

The following section is quoted directly from the Utah State Code. Please read it carefully and refer any questions to the Director of the Office of Field Experiences.

Section 53A, 6, 101 (2)

- The Utah State Office of Education may issue licenses to persons engaged in student teaching.
- Prospective student teachers apply for a student teaching license at www.utah.gov/teachers.
- A student teacher license authorizes the holder to teach in a specified school or schools under the specific direction of a qualified and regularly certified person.
- The license is valid only for the student teaching period.
- A person may not engage in student teaching without a current student teaching license.

Policies Regarding the Evaluation Form

Student teaching evaluations will be completed by all cooperating teachers and a copy sent to the University as directed. The university supervisor will also complete an evaluation. These materials will become a part of departmental records and be used in determining grades for student teaching. Student teaching evaluations should reflect an honest and objective report of the student's performance and should be discussed in specific detail with the student, both by the cooperating teacher and the university supervisor.

Copies of the final student teaching evaluations will be forwarded to the Office of Field Experiences by the cooperating teacher(s) and university supervisor(s). The student teacher will be responsible for keeping the original evaluations in his/her possession.

Application for Certification

YOU ARE NOT AUTOMATICALLY CERTIFIED TO TEACH AFTER COMPLETION OF THE CERTIFICATION PROGRAM. YOU MUST APPLY FOR CERTIFICATION. NO ONE ELSE CAN DO THIS FOR YOU. APPLICATIONS ARE AVAILABLE AT <http://www.cehs.usu.edu/index.php>. CLICK ON TEACHER EDUCATION UNDER STUDENT LINKS AT THE BOTTOM OF THE PAGE.

THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor has several major responsibilities related to the student teacher. First, the university supervisor is a director of learning for the student teacher. Second, the university supervisor is a supervisor of professional activities planned for and by the student teacher. Third, the university supervisor is a counselor to the student teacher. Fourth, the university supervisor is an observer/evaluator of the personal and professional growth of the student teacher.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

University supervisors are expected to visit their student teachers a minimum of four times in the course of the student teaching semester. Comment forms are available to record comments and suggestions to be shared with the student teacher after the observation. It is suggested that the university supervisor space out the visitations/observations for the maximum benefit of the student teacher. The first visit should occur during the first two weeks of the student teaching assignment. The next and subsequent visits should be spaced at intervals depending on the competence of the student teacher. If more than four visits are required, please notify the Director of Field Experiences.

As a **director** of learning for the student teacher, the university supervisor:

- Demonstrates proper uses of materials and instruction as needed.

As a **supervisor** of professional activities for the student teacher, the university supervisor:

- Assists the student teacher in his/her planning of appropriate experiences for students.
- Helps the student teacher obtain and utilize materials for instruction.
- Reviews the lesson plans and objectives prepared by the student teacher.
- Develops detailed improvement plans, when needed, after consultation with the Director of Field Experiences.

As a **counselor** to the student teacher, the university supervisor:

- Advises the student teacher concerning professional matters.
- Advocates for the student teacher.
- Acquaints the student teacher with the student teaching program, individual responsibilities and obligations.
- Helps the student teacher maintain a professional attitude toward teaching and the school community.

As an **observer/evaluator**, the university supervisor:

- Establishes with the student teacher (and cooperating teacher) acceptable standards of performance based on the ten principles that make up the Secondary Education framework,
- Identifies areas of strength and areas of weakness exhibited by the student teacher.
- Helps the student teacher develop plans to improve.
- Observes and performance of the student teacher.
- Conferences with the student teacher following observations.

In addition to these responsibilities directly concerned with the student teachers, university supervisors also have responsibilities which they share with other professionals. The university supervisor is:

- A representative of the Secondary Education program and Utah State University.
- A liaison between the university and the public school.
- A colleague and team member of the cooperating teacher and the principal of the school.
- A resource person to professional people within the public school.

As a **liaison** of the Secondary Education Program the university supervisor:

- Supports the policies established by the Secondary Education Program.
- Provides feedback to the Office of Field Experiences on student teacher's progress.
- Completes the comment forms and a final student teaching evaluation and reviews them with the student teacher.
- Submits a copy of the completed forms to the Office of Field Experiences. The student teacher will be responsible for keeping the original for employment applications.

As a liaison between the university and public school, the university supervisor:

- Seeks ways to bring about cooperative and collaborative relationships between the university and the public school.

- Represents the interests of the university.
- Acquaints the cooperating public school personnel with the objectives and policies of the student teaching phase of the teacher preparation program.
- Provides material that will help the cooperating teacher become acquainted with his/her assigned student teacher and with his/her responsibility for the student teacher.
- Assists the cooperating teacher and student teacher in interpreting the Student Teaching Handbook and the current Secondary Education Program policies.

As a **colleague** and team member with the cooperating teacher and the school, the university supervisor:

- Counsels with the cooperating teacher concerning the student teacher's performance.
- Works closely with the cooperating teacher in helping the student teacher.
- Discusses with the cooperating teacher the comment forms of the student teacher's performance and counsel with student teacher regarding plans for strengthening identified areas for improvement.
- Is available to cooperating teachers for whatever assistance might be requested.
- Discusses the student teacher's progress with the school principal.

As a **resource** to professional persons within the public school, the university supervisor:

- Is available upon call to assist teachers in their area(s) of specialization or competence.
- Provides materials and resources as needed.

THE ROLE OF THE COOPERATING TEACHER

Responsibilities of Cooperating Teachers

The cooperating teacher is the most influential member of the student teaching triad. The role of cooperating teachers is to facilitate the professional experience of the student teacher. This role encompasses numerous time-consuming responsibilities. Professional responsibilities of the cooperating teacher include:

- Developing a plan that identifies expectations and goals for the student teacher.
- Providing the student teacher with an overview of long-range plans for the classroom, samples of actual plans, and explanations of the process.

- Establishing specific guidelines for the student teacher to follow in formulating lesson plans, a time frame for review prior to implementation, and clarification of the amount of detail expected.
- Providing relevant experiences for the student teacher which include but are not limited to observations, classroom activities, teacher responsibilities (including all duties), parent/teacher conferences, and professional meetings.
- Encouraging the student teacher to collaborate with the cooperating teacher in making decisions that lead to the proper professional growth and development of the student teacher.
- Observing and critiquing the student teacher's performance on a frequent and continual basis. Periodic written evaluations should be made available to the student teacher and the university supervisor. The Interim and Final Evaluations should be completed by dates requested and sent to the Office of Field Experiences.
- Encouraging the student teacher to reflect about his/her planning, classroom practices, and decision-making.
- Communicating with the student teacher in a frank and direct manner, especially when providing feedback.
- Providing a rationale when making suggestions to the student teacher.
- Allowing time for conferences with the university supervisor and student teacher throughout the semester.

Classroom Management

Management and organization are critical to success in the classroom. Cooperating teachers are encouraged to approach classroom management and discipline as a team problem. The cooperating teacher can help the student teacher develop confidence by following the guidelines below:

- Aid the student teacher in creating and maintaining a functional physical environment.
- Help the student teacher implement efficient daily routines and procedures.
- Provide the student teacher with a repertoire of effective discipline techniques.

Analysis of Student Teaching Performance

The evaluation of student teaching performance has two essential functions:

- 1) to assist in the professional growth of the student teacher and
- 2) to fulfill administrative functions providing a recommendation which will be used for employment purposes.

The two functions should overlap and complement each other. However, they are sometimes in conflict.

Evaluation for professional growth purposes should be characterized by three essential elements. Professional growth is characteristically:

- 1) A continuous, ongoing process.
- 2) A team effort in which the student teacher, cooperating teacher, and university supervisor contribute in an atmosphere of open, constructive communication.
- 3) Directed toward self-evaluation by the student teacher. The cooperating teacher and university supervisor contribute by helping the student teacher become consciously aware of instructional behavior and by discussing alternatives to that behavior.

The cooperating teacher can be a powerful force in encouraging self-reflection and evaluation by:

- Providing **ongoing evaluation** of the student teacher's performance.
- Communicating the value of **continuous self-reflection**.

Observation

- Formal observation of the student teacher will be most successful if the observer is observing for a specific purpose.
- The student teacher needs to be aware of the purposes and advantages of observation by the cooperating teacher and should know that the cooperating teacher is looking for instructional strengths as well as needed improvements.
- The majority of the time the observational role of the cooperating teacher is to be attentive to the total classroom situation with specific note of the instructional behavior of the student teacher. Student teachers need to feel confident that they can handle the classroom on their own. When the student teacher assumes the planning and teaching of a class, the cooperating teacher should observe full-time for several days and then, when confident, leave the student teacher to work with the students alone. Then, when the cooperating teacher returns for formal observations, it is easier to see the growth of the student teacher than if they remain in the classroom at all times.

Conferences

It is difficult to imagine that a cooperating teacher and a student teacher can spend many hours each week in the same classroom without communicating, but this can be the most serious challenge in the student teaching program.

- It is clear that good communication will only occur when both parties, the cooperating teacher and student teacher, work hard to overcome any obstacles.
- It is in the conference that student teachers may become consciously aware of their instructional behavior as observed by the cooperating teacher, and it is in the conference that the foundations of professional self-evaluation/reflection are laid.
- Daily conferences of comparatively short duration will give attention to matters of immediate consequence.
- Weekly conferences should also be scheduled, and it is probably best to reserve about one hour for this purpose.
- It is most helpful, when giving performance feedback that the cooperating teacher start with positive comments. This helps to instill confidence in student teachers and lets them know that, although there are areas for improvement, they are doing some things well.

Written Evaluation Form

- There is probably no task that is faced by cooperating teachers with more apprehension than the writing of evaluations. "Am I being fair?" or "Will the reader understand what I mean?" are typical concerns. This is a job that must be done, however. It should be remembered that student teaching is just one phase in the professional growth of the teacher and that this phase is focused on helping a young person move in the direction of professional maturity.
- The comments on the evaluation form should be as objective and informative as possible.
- Generalities, inferences, and hidden meanings are pitfalls in accomplishing this. Both strengths and areas for improvement of the student teacher should be discussed if appropriate. These should be specific and supported by examples. Employers will also be interested in any useful talents displayed by the student teacher such as musical ability, bilingualism, leadership skills, etc.
- Student teaching evaluation forms are completed by the cooperating teacher and signed by the student. The signature indicates that the evaluation has been reviewed with him/her.

- A copy of the student teaching final evaluation form is filed in the Office of Field Experiences. The student teacher will be responsible for keeping the original for employment applications.

Honorarium

Individuals who serve as cooperating teachers receive an honorarium. Although the payment is regarded as a "token amount," the cooperating teacher's time and commitment to the student teaching program is probably much more adequately described as a professional courtesy for two reasons. First, the remuneration is small considering the amount of time and effort spent by the cooperating teacher in working with the student teacher. Second, most cooperating teachers work with student teachers for highly professional reasons such as a felt obligation to assist in the improvement of their profession. However, the time and effort is much appreciated by the student teacher and the School of Teacher Education and Leadership's Secondary Education Program.

(Revised 8-16)