

Weber State University

Teacher Education

Department

Student Teaching

Guidebook

Introduction

For many years, educators have identified student teaching as one of the most important components of a teacher education program. It is during this period that education students begin their transition from university student to professional teacher. This transition requires the coordinated efforts of many individuals including university faculty, school district personnel, school building administrators, cooperating teachers and university supervisors.

This guidebook is intended to provide guidance and direction for all the people involved in the student teaching experience. It is not all-inclusive. Each department which trains teachers at WSU will provide special suggestions and recommendations pertinent to student teaching.

For additional information go to www.weber.edu/COE/studentteach.html

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Chapter One

Student Teaching Standards, Policies, Prerequisites, and Procedures

In addition to the extensive field experience woven into many courses, a semester of full time student teaching is required of students. This is an essential experience in the training of professional teachers. The rigorous experience is carefully planned, guided, and evaluated – moving from observation and partial responsibility to that of assuming major responsibility for the full range of teaching duties under the direct supervision of competent Cooperating Teachers and University Supervisors.

The student teaching experience is coordinated, within reason, with the needs, interests, and abilities of the University student. It should provide opportunities for the student to gain insight into the skills needed to perform the various functions and roles of a teacher.

The student teaching experience should be a constant quest for productive curricular and extracurricular plans and effective teaching strategies. It should provide an opportunity, under guidance and supervision in a public school setting, for the Student Teacher to develop and evaluate her/his competencies in the major areas of teacher activity.

The WSU Department of Teacher Education uses INTASC (Interstate New Teacher Assessment and Support Consortium) standards to assist students in developing individual teaching skills and abilities within the classroom setting.

INTASC Standards

1. **Content Pedagogy** – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he/she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. **Student Development** – The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.
3. **Diverse Learners** – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. **Multiple Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
5. **Motivation and Management** – The teacher uses an understanding of individual and group motivation to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
6. **Communication and Technology** – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Planning** – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. **Assessment** – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Reflective Practice: Professional Growth** – The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow opportunities.
10. **School and Community Involvement** – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Policies

- ❖ Student Teacher placements are made in various schools throughout the following districts: Davis, Morgan, Ogden, Weber and South Box Elder.
- ❖ Students may request a Remote student teaching assignment. This is a placement outside the five districts listed above. This placement requires an additional assessment fee to be paid at the time registration or tuition fees are paid. Additional fees may be assessed depending on the required supervision.
- ❖ Students seeking Early Childhood, Special Education, and licenses other than the regular licenses may be required to follow a different set of time standards and assignment standards than the regular Elementary and Secondary Student Teachers.
- ❖ Student Teachers must plan to register for and attend the weekly seminars required for the specific license.
- ❖ All Student Teachers will be required to attend a student teaching Orientation Meeting.
- ❖ All Student Teachers are expected to pick up the Cooperating Teacher(s) folders from the Advisement Center, Education Building room 230.
- ❖ Student Teachers should **not** attempt to arrange their own assignment with a particular school or teacher.
- ❖ Student Teachers will not be placed in a school in which he/she has children, relatives, work experience or close relationships. Student Teachers will not be placed in settings where they have been students within the previous ten years, or where they are currently employed.
- ❖ Student Teachers will demonstrate professionalism in their dress and conduct during their student teaching experience. They are required to wear a clean, neat, and professional attire.
- ❖ Student Teachers are required to adhere to and follow the district policy of the district to which they have been assigned. This includes keeping hours before and after school.
- ❖ Student Teachers are not to be used as substitutes for employed teachers, even for short periods of time.
- ❖ Secondary Student Teachers must teach a majority of their assignment in their Major and at least one period in their Minor.
- ❖ All Student Teachers should complete an entire semester in a student teaching experience.

- ❖ Student Teachers will not receive a traditional letter grade for their student teaching experience. It is a credit (C) or no credit (NC) class. With this in mind, students need to place emphasis on the program components and quality performance.
- ❖ Secondary Education students need to take the initiative to contact the representative from their Major department to observe and evaluate her/him.
- ❖ Student Teachers should receive a copy of each observation form, signed by the parties involved in the evaluation, and the originals need to be sent to the Student Teaching Coordinator.
- ❖ Student Teachers should communicate problems or grievances which develop during the student teaching experience to the Cooperating Teacher and/or University Supervisor. Student Teachers are encouraged to discuss any professional problems at any time with the Student Teaching Coordinator at (801)626-6622.
- ❖ If a student wishes to challenge an evaluation, a written request must be submitted to the Student Teaching Coordinator within sixty (60) days of the close of the student teaching assignment. The written request must contain the following information:
 - Name, address, phone number and social security number (or WSU number) of the Student Teacher.
 - Name of the Cooperating Teacher(s)
 - Name of the School Principal
 - Name of the University Supervisor
 - Reason(s) for the appeal
 - Copies of any information and/or documentation to support the Student Teacher's request for appeal

This documentation is then submitted to the Advisement and Student Teaching Policy Committee.
- ❖ Student Teachers should maintain WSU standards of ethical behavior and UPACC standards. For more information refer to the WSU Teacher Education Department website.
- ❖ All Student Teachers must notify the Student Teaching Coordinator of any family emergency and/or decision not to continue the student teaching experience. This notification must be made in writing.

Prerequisites

An application to student teach and an interview for student teaching occur one semester prior to the student teaching experience/assignment. **The deadlines for submitting the application are: the second week of September for Fall Semester and the second week of January for Spring Semester and they are strictly observed.** It is the responsibility of the Student Teacher to request an interview with the Student Teaching Coordinator at the time the student teaching application is filed with the secretary of Student Teaching.

As part of the application procedure, **students must have cleared the state criminal background and FBI check.** A valid background clearance card will be issued which must be worn at the assigned school(s) at all times during the student teaching experience along with picture ID and a WSU issued purple lanyard.

Students must have completed all general education, support courses, and content courses as set forth in the WSU catalog before being able to student teach. Students must have met and maintained the standards listed in the catalog for admission to the Teacher Education Program and must have completed the various competencies. A cumulative grade point average of 3.00 or higher must be maintained.

Secondary Education students must have completed:

1. A Teaching Major and a Teaching Minor (if required), or a Composite Teaching Major
2. 100% of their content and support coursework
3. Approval of Major and Minor Department Chairs when applying for student teaching

Elementary Education and Early childhood Education students must have completed:

1. The support courses
2. Levels 1, 2 and 3 of the Teacher Education Program
3. All Child and Family Studies requirements (Early Childhood Education student only)

Special Education Major students must have completed:

1. 100% of their support and concentration courses
2. 100% of their Major course work

Procedures

1. Review the prerequisites as outlined above.
2. Fill out and submit the Student Teaching Application form.
3. Submit four (4) copies of an Autobiography.
4. Submit a copy of transcripts.
5. Submit a copy of the Student Teaching License.
6. Submit PRAXIS II Content Knowledge test scores.
7. Submit a copy of the Student Teaching Reciprocity Request (only for students who need a remote placement).
8. Submit a copy of the Verification of Completion Form (only for Secondary Education students or Special Education Licensure).
9. Submit a copy of the Support Course Requirements form (only for Secondary Education students).
10. Submit a copy of the ESL (English as a Second Language) endorsement/Minor form (only for ESL students).
11. Present all the application materials to the Secretary of Student Teaching, Education Building Room 230B, and request an interview appointment with the Student Teaching Coordinator.

Refer to Student Teaching web site for details.

Evaluation Procedure

The evaluation procedure consists of several observations and documentation done through the use of **Lesson Observation** forms, **Mid-Term Assessment** forms, **Final / Formal Assessment** forms, and **Assessment of Student Disposition** form. These forms are to be completed by both the University Supervisor and the Cooperating Teacher(s).

For Secondary Education students, both Cooperating Teachers and University Supervisors will fill out at least two Observation forms before midterm, a Midterm form, at least one Observation form

between Midterm and final, and a final Assessment of Disposition at the end of the placement. There is a minimum of ten (10) forms filled out for every Student Teacher per placement for Secondary Education students by Cooperating Teachers and University Supervisors.

For Elementary Education Students, each Cooperating Teacher and the University Supervisor will each fill out at least two Observation forms and a Final/Formal Assessment along with the Assessment of Disposition for each grade. There is a minimum of ten (10) forms filled out for every Student Teacher per placement for elementary Education Students (this is a total of both upper and lower grades) by Cooperating teachers and University Supervisors.

Additional observations and evaluations may be required depending on the level of performance of the Student Teacher.

Secondary Education Students needs to take the initiative to contact the representative from their Major department to observe and evaluate her/him.

It is highly desirable that the University Supervisors and Cooperating Teachers sit down together with the Student Teacher as they conduct the Mid-Term and Final evaluations.

These are the forms that need to be completed:

- **Student Teacher Observation**
Two observation forms should be completed between the start of the placement and midterm. A third Observation form should be completed between Mid-Term Assessment and the final Assessment. (Elementary Student Teachers have two placements.)
- **Student Teacher Mid-Term Assessment**
This form should be completed about half-way through the placement (this pertains to Secondary Education Students).
- **Student Teacher Disposition Assessment**
This form should be completed during the final week of the student teaching placement/assignment.
- **Student Teacher Final Term Evaluation**
This form is to be completed during the final week of the student teaching placement/assignment.
- All forms must be signed by both the University Supervisor and the Student Teacher or by the Cooperating Teacher and the Student Teacher (depending on who is doing the evaluation).
- Cooperating Teachers must fill out the **Honorarium** form and return it to Kathy Spendlove, the Student Teaching Secretary (801) 626-6634, in order to process the payment. This will be processed after all the evaluation forms have been received.

Chapter Two

Student Teacher Requirements and Responsibilities

Obligations of Professional Ethics

Student Teachers have been made aware of professional obligations in the University classes and in this guidebook.

Responsibilities

- Become familiar with the WSU Student Teaching Guidebook.
- Arrange to meet with the principal and the Cooperating Teacher prior to the first day of student teaching.
- Learn about the community.
- Become acquainted with the course of study, curriculum guides, textbooks and materials that are being used for the specific grade(s) and/or subject(s) which have been assigned.
- Prepare daily lesson plans which are the approved by the Cooperating Teacher.
- Complete daily journal entries.
- Comply with district contract hours.
- Develop a Portfolio.
- Attend all student teaching seminars.
- Follow all policies and procedures of the hosting school and district.
- Follow all policies and procedures established for Student Teachers within the Department of Teacher Education at WSU.
- Work cooperatively with and accept and implement the feedback and suggestions of the Cooperating Teacher(s) and University Supervisor(s).
- Dress professionally.
- Gain experience in working with individual, groups, and the class as a whole, eventually assuming complete charge of the classroom.
- Assess learning as it relates to class work and pupils' interests.
- Increase in ability to anticipate problem areas and pupils' questions and/or concerns.
- Assume a co-teacher role as soon as possible.
- Remember that Student Teachers are guests in the classroom and the school.
- Act professionally by keeping confidences, respecting the rights of students, faculty and parents at all times, as well as being responsible, courteous and dependable.
- Maintain a positive attitude and create a positive learning environment.
- Follow the calendar of the host school.
- Maintain a three-ring binder with three sections (lesson plans, journal, and evaluations) and have it immediately available for the University Supervisor upon her/his arrival.

Commitment as an Observer

Exhibit an attitude of cooperation. Avoid competition with the cooperating Teacher. Take notes during observation periods and share them with the cooperating Teacher.

During observation periods, the student Teacher should:

1. Become familiar with the school's policies concerning:
 - a. Parking
 - b. Lunchroom regulations
 - c. Location of records and availability to Student Teachers
 - d. Availability of equipment and check out procedures
 - e. Gifts for teachers
 - f. Class parties
 - g. Student attendance
 - h. Fire and civil defense drills and alarms
 - i. Pupil accident report forms and procedures
 - j. Student Teacher accident report form and procedures
 - k. School law
 - l. Schedule for Faculty and Staff
2. Learn class and homeroom routine concerning:
 - a. Roll book
 - b. Attendance (absences and tardiness procedures and consequences)
 - c. Distribution of materials in the classroom
 - d. Housekeeping methods of maintaining equipment
 - e. Discipline rules and consequences
 - f. Seating assignments/charts

The following are suggested activities for the Student Teacher to do during the observation time as a stepping stone to assuming responsibility of the class:

- Observe how the cooperating Teacher creates morale, introduces material, explains, assigns, stimulates thinking, draws information from the group, summarizes, drills, uses audio-visual aids, uses study period, reaches individual pupils, provides for differences in abilities, reviews and evaluates the results of her/his teaching.
- Give remedial help to pupils
- Work with pupils' cumulative records
- Discuss pupils with the Cooperating Teacher and/or school counselor
- Distribute materials
- Learn attendance procedures, take roll and record attendance
- Work with advanced pupils
- Plan and arrange a bulletin board with or without pupil involvement
- Regulate light, temperature, and ventilation
- Keep record of homework and pupils' grades and correct assignments
- Make copies of hand-outs and flyers
- Bring in supplementary materials (booklists, articles, pictures, etc.)
- Operate audio-visual equipment or other equipment to assist the Cooperating Teacher
- Examine course of study and textbooks
- Prepare a bibliography
- Tell or read a story, teach a song, give a spelling test
- Relate a personal experience

- Give the background for a unit, lesson, or special occasion
- Explain a process, give a demonstration, conduct an experiment
- Share hobbies, special talents, or background of interesting experiences as part of a lesson or presentation

Concepts of Lesson Planning

The skill of developing meaningful and useful lesson plans is essential during the student teaching experience and needs to carry over to the employment setting. Research has found that Student Teachers that are weak in planning are more likely to fail the student teaching experience.

“Regular teachers are required to have lessons plans immediately available for use by substitute teachers”.

Certification Requirements for Utah Educators; substitute Teacher Requirements;
Employment Procedures; Paragraph #4

Experience has found that Student Teachers having difficulty stem from two areas:

1. The inability to properly plan
2. The inability to manage a classroom

The “content” is typically not a problem for the Student Teacher is carrying out the requirements of the student teaching assignment. The Department of Teacher Education at WSU has established the following standards as they relate to planning for Student Teachers:

- University Supervisors and Cooperating Teachers should have the right to determine the appropriateness of the lesson plans.
- Student Teachers must provide for the University Supervisor a unit plan and a detailed lesson plan on a subject daily before the Student Teacher teaches the lesson.

When writing objectives for a specific lesson, the overall objectives of the unit and the scope and sequence of the subject must be considered, as well as the Utah Core Curriculum.

Objectives should build upon previously taught materials and skills and lay groundwork for future learning.

Units of Instruction are to be completed for the subject (i.e., Math), and topic (i.e., whole numbers) to be taught. This unit may cover several days.

A Daily Lesson Plan is to be completed for each day in which the Unit (Math – whole numbers) will be covered.

The details of the Daily Lesson Plan will be up to the discretion of the Cooperating Teacher and/or University Supervisor. This is an area where the Cooperating Teacher and University Supervisor need to collaborate in order to prevent confusion for the Student Teacher. The Student Teacher should not be placed in a position of having to meet two different requirements for the same plan for two people. The purpose of the lesson planning is multi fold and is to be a necessary part of the student teaching experience. The type and frequency of lesson planning, however, should not be so burdensome that it is all the Student Teacher is doing.

At the completion of the particular unit, a new unit plan will be developed with appropriate daily lesson plans.

Maintenance of Records

The Teacher Education Department will maintain student records for five (5) years. After that period, the Department will destroy records without notification to students. It is recommended that students keep a personal file of important documents in their pursuit of licensure.

Career Services

The Placement Center is located on the second floor of the Student Services Building. There is a fee required for a student to establish a placement file, get on the computer listing for jobs available, and to have five (5) placement packets mailed to prospective employers. Students may contact the Center at (801) 626-7221.

Application for Licensure

Teacher candidates are not automatically licensed to teach after completion of the Teacher Education Program. Each student must apply to the State of Utah for licensure. Applications are available in the Teacher Education Advisement Center in Room 230A of the Education Building.

Dress Standards and Attendance

Clean, neat, professional attire is required for both men and women. Student Teachers should talk to the Cooperating Teacher and the Principal for assistance and direction in terms of acceptable standards for teachers. Recommendations are given during Student Teaching Orientation. Student Teachers need to meet each class on time each day. They need to work with Cooperating Teacher(s) to develop a schedule and then follow it.

Absences are not permitted during the student teaching experience except for extenuating circumstances (such as illness or death in the immediate family). If an absence is unavoidable, the Student Teacher needs to contact the cooperating Teacher and the University Supervisor immediately, since adjustments within the classroom will need to be made.

If absences accrue beyond two (2) days, the student teaching assignment may be extended. If the student teaching assignment cannot be extended, the Student Teacher may be required to make – up the missed time (up to and including redoing the student teaching experience) in order to meet the State requirements. Student Teachers do not have “personal leave” days.

Non School Work and Demanding Activities

Student Teachers are cautioned not to “over extend” themselves with a job while student teaching. The student teaching assignment is a “full time job”. Student Teachers are not considered “WSU students only” but non-paid employees for the district to which they are assigned.

Ethical Behavior and Other Non Work Demanding Activities

Student Teachers are ambassadors representing WSU while student teaching in a cooperating school. Part of a successful student teaching experience is that of developing desirable public relations with the Administration, Cooperating Teacher(s), staff, pupils, and community.

During the student teaching phase of the program, ethical behavior becomes paramount. Teachers are dealing with the public and desire to be considered members of the professional practicing high moral and ethical behavior.

All students should refer to the Teacher Education Department Standards (see the web site). Student Teachers are cautioned not to “over extend” themselves with a job while student teaching. The student teaching assignment is a “full time job”. Student Teachers are not considered WSU students only” but non-paid employees for the district to which they have been assigned.

Problems and Grievances

Problems and/or grievances which develop during the student teaching experience should be communicated immediately. This communication may be initiated by the Student Teacher, the cooperating Teacher, or the University Supervisor and should be addressed, depending on the issue, to the appropriate person/level. All parties are encouraged to discuss any professional problem at any time with the WSU Student Teaching Coordinator at (801) 626-6622.

Removal from Student Teaching

A Student Teacher will be terminated by the Student Teaching Coordinator if it is determined that the situation in a particular placement is damaging to the pupils, the Student Teacher, and/or the reputation of Weber State University. Before removal occurs, efforts will be made to correct the situation. It is the desire of the Teacher Education Department to create a situation where the Student Teacher can experience success. The Student Teacher, however, must accept responsibility for her/his performance and questionable behavior.

Notification to Discontinue Student Teaching

All Student Teachers must notify the Student Teaching Coordinator of any family emergency and/or decision not to continue student teaching. This notification must be made **in writing**. The decision not to continue student teaching is a decision made by the Student Teacher. However, Cooperating Teachers, Principals, and University personnel must be informed in a timely manner. The communication of this decision is of utmost importance to all the individuals involved. Student Teachers need to understand that (1) not accepting a student teaching assignment and/or (2) discontinuing a student teaching assignment may be grounds for referral to the Teacher Education Admission and Retention Committee and may affect their continuing status in the Teacher Education Program.

Chapter Three

Cooperating Teacher Responsibilities

The role of the cooperating Teacher is to facilitate the professional experience of the Student Teacher. To ensure that the Student Teacher has a successful experience, the Cooperating Teacher should:

- ❖ Commit to taking a Student Teacher and devoting sufficient time as necessary to assist with their development. Teachers should not feel overly pressured to work with a Student Teacher.
- ❖ Exhibit enthusiasm for teaching.
- ❖ Become acquainted with the folder of personal data on the Student Teacher and the forms requiring completion by the Cooperating Teacher. These forms include: Observation forms, Mid-Semester Evaluation forms (for Secondary Education students), final Evaluation forms, Disposition forms, and Honorarium forms.
- ❖ Accept the Student Teacher as a co-worker.
- ❖ Prepare the pupils for the arrival of the Student Teacher. They should be prepared to regard the Student Teacher as another teacher/teaching partner in the classroom and follow the Student Teacher's leadership.
- ❖ Prepare a desk or a table for the Student Teacher to use and show the Student Teacher where to place personal belongings and where to sit during the observation period.
- ❖ Prepare a copy of the school policies, curriculum guides, and school handbook.
- ❖ Help the Student Teacher obtain textbooks and supplies.
- ❖ Provide the Student Teacher with a seating chart or the opportunity for her/him to develop one.
- ❖ Explain to the Student Teacher the school schedule, policies, and philosophy.
- ❖ Introduce the Student Teacher to other faculty members.
- ❖ Acquaint the Student Teacher with the physical layout of the school.
- ❖ Encourage collaborating in decision making that would help the Student Teacher in developing her/his teaching strategies.
- ❖ Share with the Student Teacher an overview of long-range plans for the classroom, samples of actual lesson plans, and explanation of the process.
- ❖ Establish specific guidelines for the Student Teacher to follow in formulating lesson plans, a time frame for reviewing prior to implementation, and clarification of the amount of detail expected. Lesson plans written by the Student Teacher should be received for comments and approval prior to the actual teaching of the lesson.
- ❖ Follow up the lesson taught with evaluations consisting of performance and reaching of learning objectives through self-evaluation.
- ❖ Hold conferences with University Supervisor(s) and Student Teacher as appropriate.

- ❖ Provide relevant experiences for the Student Teacher such as observations, classroom activities, professional duties, parent/teacher conferences, and professional meetings.
- ❖ Observe and evaluate the Student Teacher's performance using the evaluation forms provided by the University.
- ❖ Help the Student Teacher feel a sense of pride in the profession. Her/his entire outlook on teaching will be dimmed or brightened by this attitude.
- ❖ Help the Student Teacher become acquainted with the pupils, the teaching plans, and the unit work.
- ❖ Involve the Student Teacher with the class from the beginning and help her/him get adjusted better by feeling some responsibility in the classroom.
- ❖ Help the Student Teacher reflect at the close of the day and plan for the next steps.
- ❖ Assist the student Teacher in developing good human relations and feelings of security.
- ❖ Help the Student teacher understand how and why to help pupils.
- ❖ Look upon the work as a team of teachers working together in the interest of pupils with mutual trust, confidence, and respect.
- ❖ Respect differences of opinion by helping the Student Teacher understand that no one has all the answers, and that experimental attitude is valued.
- ❖ Create an atmosphere where questions can be asked and each can admit that he/she cannot answer all the questions – without losing face.
- ❖ Help the Student Teacher to see the differences in needs, interests, and abilities of pupils and a means by which they can be recognized.
- ❖ Assist the Student Teacher in developing the necessary skills to complete planning units and daily lessons.
- ❖ Encourage individuality and responsibility for personal growth. If it necessary to correct the Student Teacher, it must not be done in front of pupils.
- ❖ Aid the Student Teacher in selecting appropriate goals to be reached with the pupils and in understanding and dealing effectively with individual differences among pupils.
- ❖ Direct the Student Teacher in demonstrations, discussions, and techniques which contribute to successful classroom management and instruction.
- ❖ Aid the Student Teacher in self evaluation and cooperating with WSU in completing the forms for the Student Teachers which will then be forwarded to the Career Services Center after necessary action is taken by the Department of Teacher Education.
- ❖ Help the Student Teacher recognize the non-instructional duties of a teacher, such as keeping records, lunch and bus duty, and parent conferences.
- ❖ Be in the classroom as much as possible at the beginning of the student teaching experience. Gradually withdraw as Student Teacher demonstrates competency. Make sure the Student Teacher is ready to take over the classroom successfully.
- ❖ Do not allow the Student Teacher to be used as a substitute.
- ❖ Be specific and honest when communicating with the Student Teacher, especially when proving feedback and evaluating her/his performance.
- ❖ Help the Student Teacher understand the ethical responsibilities of the teaching profession.
- ❖ Complete and submit all required evaluation forms in a timely manner.

Understanding the Student Teacher

The Cooperating Teacher should be aware that the Student Teacher:

- Has a need to be understood.
- Is often over anxious and is eager to do a good job, although he/she may not at first realize what it entails.
- Is playing the two roles of a teacher and a student.
- Cannot grow in an atmosphere of disapproval and resentment.
- Is not always certain how to apply knowledge and understanding, no matter how sound the University training has been.
- Is not always certain how much initiative may be exercised, how closely to follow to the Cooperating Teacher's procedures, or whether he/she is going in the right direction unless he/she is told.
- Must know she he/she stands with the Cooperating Teacher in order to avoid directing much of the teaching effort toward trying to please the cooperating Teacher rather than toward quality teaching.
- Is like a seedling needing the warmth of human relationships, nourishment of ideas and initiative, pruning of habits, and behavior patterns that are ineffective.
- Needs to become equipped with confidence, poise and integrity.

Helping the Student Teacher Plan Her/His Work

The cooperating teacher should aid the Student Teacher in developing skills in instruction and the ability to inspire pupils. Because of this, the Student Teacher should not be allowed to teach pupils unless the cooperating Teacher has reviewed the lesson plan.

The Cooperating Teacher should be given the lesson plan(s) daily in time to have a discussion with the Student Teacher, allowing time for desirable revision.

Lesson plans should include specific objectives, learning activities, materials, and assessment.

The Cooperating Teacher should consistently help the Student Teacher to:

- Understand the characteristics of the pupils, recognize their common and individual needs, and help the Student Teacher to adjust the planning to the abilities and maturity of the pupils.
- Become acquainted with the pupils' achievements.
- Understand what subjects and units he/she will be responsible for and the length of time available each day and during the semester for such activities.
- Understand the goals to be achieved and the activities necessary to achieve them
- Become acquainted with source materials: texts, files, pictures, encyclopedias, science kits, globes, maps, films, software, etc.
- Plan with the Cooperating Teacher from the first day of the student teaching experience.
- Gain an overview of the subject matter and review the year's course.
- Teach a unit, allowing sufficient time to prepare adequately, letting her/him know where to begin.
- Reflect at suitable intervals by asking the Student Teacher the following:
Were the objectives achieved?

- Were materials used effectively?
- Were the learning activities successful?
- Did the pupils learn the necessary vocabulary?
- What degree of interest was aroused?
- Was there provision for individual differences?
- Did the pupils grow in ability to master the next unit?
- Did the assessment provide evidence that the subject had been taught adequately?

Management and Organization

Because of the complexity of managing a classroom, it is impossible to write a formula for classroom control that can be used in all cases and applied to student teaching. Cooperating Teachers and Student Teachers are encouraged to approach classroom management and discipline as a team.

The Cooperating Teacher can help the Student Teacher develop self-confidence and professional strength by:

1. Helping the Student Teacher develop and maintain a functional physical environment through organization of time, space, materials and equipment to meet instructional goals, and arrangement of the classroom to meet the physical and emotional needs of students.
2. Assisting the Student Teacher in implementing daily routines and procedures that would minimize disorder and wasted time, effectively transition from one activity to another, stress the importance of having all materials ready for every activity, help students stay on task, and follow school-mandated procedures.
3. Provide the Student Teacher with a repertoire of effective discipline techniques by demonstrating established classroom and school rules, helping determine reasonable standards of behavior, detecting misbehaviors in the early stages to prevent them from developing into big problems, and modeling effective teaching techniques currently being used in the classroom.

Cooperating Teachers should focus upon the Student Teacher's gradual transition into full responsibility of the classroom. To ease this transition from Student Teacher to Teacher, the following recommendations are provided:

- Become familiar with the Student Teacher's background.
- Introduce the Student Teacher as another teacher in the classroom.
- Give the Student Teacher a sense of belonging by providing her/him with a desk and materials or her/his own.
- Plan and conference with the Student Teacher.
- Take time throughout the day to discuss problems that arise.
- Arrange for Student Teacher to participate in the instructional program through team teaching (i.e., instruct small groups, introduce or conclude a lesson, or plan for re-teaching).
- Provide the Student Teacher with opportunities to observe specific aspects of teacher behaviors, such as teaching strategies and management techniques.
- Do not criticize the Student Teacher in front of the classroom.

- Allow the Student Teacher to assist with routine tasks and instruction such as passing out materials, taking roll, helping an individual student,
- Allow the Student Teacher to assume responsibility for a single subject or period.
- Capitalize on Student Teacher's special interests, talents, and strengths. Have her/him begin teaching in these areas.

Observation

Even though people may feel uncomfortable when they are being "observed", there are many good reasons for formal observations. Here are some of them:

1. Learn how the Student Teacher implements written lesson plans.
2. Improve specific techniques of the Student Teacher, such as asking questions or giving clear instructions.
3. Identify distracting mannerisms or speech patterns (such as repeatedly using a particular word or phrase or failing to have eye contact with the class while talking).
4. Locate the source of discipline problems as they arise.
5. Look for instructional strengths as well as needed improvements.

Too much observation could be as harmful as none. It might be helpful to make notes to be discussed later with the Student Teacher. It is suggested that the focus of the discussion be limited to a couple of items at a time.

Conferences

Clear communication between the Cooperating Teacher and the Student Teacher is essential. Conferences need to be planned and scheduled. There are many factors that can adversely influence the effective communication. Some of these factors that should be avoided are:

1. Not enough time before or after school due to the demands of meetings, or preparation
2. Over-concern for "hurting the feelings" of the Student Teacher
3. No time during the school day due to direct involvement with the pupils in the classroom or other responsibilities such as lunch duty
4. Lack of privacy to conduct the conference
5. Feelings of inadequacy or insecurity on the part of the Cooperating Teacher or Student Teacher

Summary

It is the intent of the student teaching experience to allow the Student Teacher to assume as much responsibility for teaching as possible. Depending on individual ability, the Student Teacher should have control of the class from the end of the second week to the end of the placement.

Solo experiences are very important, but also very important is the presence of the cooperating Teacher providing proper observation, assistance, and feedback.

Cooperating Teachers are asked to be specific in their suggestions and information. It is recommended that frequent short conferences be chosen over infrequent lengthy ones.

Conferences which involve the Student Teacher, Cooperating Teacher, and University supervisor are encouraged.

Chapter Four

University Supervisor Responsibilities

The **University Supervisor** represents the Department of Teacher Education.

The **Content Supervisor** is the individual representing the Major and/or Minor department of the Secondary Education Student Teacher.

University Supervisors and content supervisor work closely with both the Student Teacher and Cooperating Teacher. Their primary concern is to assist the Student Teacher through a successful experience.

It is expected that the University Supervisor and the Content Supervisor will:

- ❖ Verify that the Student Teacher is properly placed in a Secondary Major and/or Minor and any endorsement sought by the WSU student. All uncertainties must be immediately reported to the Student Teaching Coordinator. Secondary Placements require a minimum of 50% of the student teaching time to be in the Major and at least one class in the Minor.
- ❖ Verify that the Student Teacher is properly placed in an Elementary and/or Early childhood student teaching setting including any endorsement sought by the WSU student. All uncertainties must be immediately reported to the Student Teaching Coordinator.
- ❖ Share idea, materials, feedback, and enthusiasm with the Student Teacher.
- ❖ Assist in the selection, use, and evaluation of appropriate activities, materials, and lesson plans for the age group and content area, and assist in the development of TWS (Teacher Work Sample).
- ❖ Make a minimum of five (5) visits to a Secondary Student Teacher and a minimum of six(6) visits to an Elementary Student Teacher per assignment.
- ❖ Make additional visits, if necessary, to provide an accurate report of student's progress.
- ❖ Instruct, guide, counsel and support the Student Teacher.
- ❖ Provide specific oral and written feedback to the Student Teacher on teaching and classroom presence (i.e., voice effectiveness).
- ❖ Review the lesson plans and objectives.
- ❖ Review journal entries in a positive and constructive manner.
- ❖ Support the policies of the Department of Teacher Education.
- ❖ Strengthen cooperative relationships between the University and the public schools.
- ❖ Meet with Cooperating Teacher(s) and Student Teachers as needed.
- ❖ Provide Student Teachers with written feedback concerning progress, issues and recommendations.
- ❖ Work with the Principal and the Cooperating Teacher in solving any serious problems that may arise from the student teaching experience.
- ❖ Inform the Student Teaching Coordinator in a timely manner of any serious problems and/or questionable progress of the Student Teacher.
- ❖ Complete and submit all required evaluation forms in a timely manner.
- ❖ Support the policies established by the Department of Teacher Education.
- ❖ Be aware of the relationship between the Student Teacher and Cooperating Teacher and evaluations of the Cooperating Teacher(s).

Chapter Five

School District Coordinator and the School Personnel Functions and Responsibilities

School District Coordinator

District Placement Coordinator usually have no direct contact with Student Teacher and are not asked to assume institutional responsibility regarding the Student Teaching Program. Their participation with the development of teachers, however, gives them a vital interest in the program. Their responsibilities may include the following:

1. Assist the Student Teaching Coordinator in the placement of Student Teachers.
2. Assist the Student Teaching Coordinator in resolving problems with the Student Teacher.
3. Keep informed as the progress of the Student Teacher as a means of teacher recruitment.

Principal

The building Principal helps set the tone for the environment under which the Student Teacher will complete her/his assignment. An atmosphere of cooperation among all parties is an essential elemental in the professional development of a teacher.

The Principal serves the role of the host leader and coordinator of student teaching in the school. The Principal should expect the Student Teacher to have an understanding of the philosophy and organization of the school.

Some of the responsibilities of the Principal are:

- ❖ Serve as the host and leader, coordinating the student teaching in the school.
- ❖ Make Cooperating Teacher assignments and coordinate changes if necessary.
- ❖ Identify capable teachers to provide the necessary experiences to train University students for the profession.
- ❖ Prepare the faculty and staff for the arrival of the Student Teacher.
- ❖ Conference with the Student Teacher before the beginning of her/his assignment to discuss school policies concerning grading, discipline, scheduling, curriculum, co-curricular activities, special duties, use and availability of supplies, parking, lunch, etc.
- ❖ Make cumulative records and other student data available to the Student Teacher, according to school policy, and further instruct her/him as to their proper professional use.
- ❖ Invite the Student Teacher to faculty meetings, social activities, and all school functions.
- ❖ Serve, if and when time permits, in a supervisory capacity by observing the Student Teacher at work. Feedback of the observation should be given to the Student Teacher.
- ❖ Be available to conference with the Student Teacher as a regular faculty member.
- ❖ Assist the student Teacher in developing a comprehensive understanding of the community as a whole.
- ❖ Confer, as needed, with the Cooperating Teacher and the University Supervisor(s) relative to the Student Teacher and the student teaching program, and take an active part in the solution of any problems that may develop.
- ❖ Help the Student Teacher cope with problems and issues that may develop during the Student Teacher's assignment.

- ❖ Help the Student Teacher understand the ethics of the profession and school and district policies.

Selection of Cooperating Teachers

The policy of Cooperating Teachers and the assignment of Student Teachers was developed and adapted by key personnel from surrounding school districts, professional associations, Weber State University and the Utah State Board of Education.

Cooperating Teachers should meet the following standards:

1. Hold a current and valid license issued by the USOE for the level and/or subject in which supervision will take place.
2. Have a minimum of three (3) years of full-time experience in the area in which they will provide supervision for the Student Teacher.
3. Be able to model effective instructional procedures and promote professional practices.
4. Have the skills necessary to observe and evaluate Student Teacher performance and to provide on-going, descriptive feedback so as to foster positive growth for the student.
5. Prepare the environment to maximize opportunities for success.
6. Demonstrate consistent high quality in teaching performance.
7. Be recommended by the principal and considered a “model” or “master” teacher.

Chapter Six

Terminology and State Policy

The following terminology is used throughout this Guidebook:

1. **Student Teaching** – The culminating experience for students enrolled in the teacher Education Program. During this period, students receive guidance in assuming responsibility for directing the learning of an individual, group, or groups of learners over a period of several consecutive weeks.
2. **Cooperating Teacher** – The term used to designate the public school teacher(s) responsible for hosting and mentoring students from the Teacher Education Program as they observe and/or teach in the classroom.
3. **University Supervisor** – The term used to refer to the University Faculty and/or University adjunct member responsible for supervising and coordinating the Student Teacher’s activities while the Student Teacher is working with a cooperating Teacher.
4. **Content Supervisor** – The term used to refer to the University Faculty from the student’s Major of Minor responsible for supervising the Student Teacher in Secondary Education.
5. **Student Teaching Coordinator** – The College of Education person charged with the responsibility of coordinating the placement of Student Teachers. This person is also involved in all decisions regarding the change(s) in placement or termination of assignment.
6. **Fingerprint Clearance** – The process that allows a Student Teacher to have access to the school(s) during her/his student teaching or field experience certifying that he/she has a clear background. The initial clearance is good for three years from the date of issuance. The student will be issued a badge and a lanyard which must be worn at all times when the student is in a public school assignment.
7. **Intern** – A Teacher Education Program student who, after having completed specific requirements, is employed by a school district. Support and supervision of the intern is provided by the school district but with a continuing relationship with the University personnel for the duration of the internship. WSU College of Education and the Teacher Education Department do not offer internship programs for candidates seeking licensure in the State of Utah. Interns and internships are a function and responsibility of the individual school districts.
8. **Substitute Teacher** – An individual employed to take the place of a regular teacher who is temporarily absent.
9. **Teaching License** – A certificate issued by the State Board of Education which permits a holder to be employed as an educator in a public school.
10. **Student Teaching License** – A certificate issued by the State Board of Education which permits a student to complete the last phase of her/his school experience as a prerequisite to apply for a teaching license.

UTAH STATE CODE REGARDING LICENSURE, STUDENT TEACHING AND BACKGROUND CLEARANCE

“The State Board may issue licenses to persons engaged in student teaching. A license for student teaching is issued only upon recommendation of a teacher training institution in the state approved and accredited by the State Board. A Student Teaching License authorizes the holder to teach in a specified school or schools under the specific direction of a qualified and regularly licensed 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.”

Utah State Code; Volume 5C; Title 53A; Chapter 6; Section 101; Paragraph 2

“A person employed in a position requiring State licensure who holds a current license issued by the State Board is a certified employee and shall be covered by a liability insurance program carried by the entity which employs the person”.

Utah State Code; Volume 5C; Title 53A; Chapter 3; Section 101; Paragraph 2

“A school district superintendent or the superintendent’s designee shall require a potential employee or a volunteer who will be given significant unsupervised access to a student in connection with the volunteer’s (employee) assignment to submit to a criminal background check as a condition for employment or appointment”.

Utah State Code; Volume 5C; Title 53A, Chapter 3; Section 410; Paragraph 1(a)

“A license applicant shall submit to a background check as a condition for licensing”.

Utah State Code; Volume 5C; Title 53A; Chapter 6; Section 103; Paragraph 4(a)

When a Student Teacher receives clearance, WSU certifies that a fingerprint application has been filed with the State of Utah and the Federal Bureau of Investigation, and WSU has received a clearance prior to a student teaching assignment and issuance of a student teaching license. All student teaching applications and request for student teaching will be denied if a current fingerprint card is not on file.

To be current, a fingerprint card must valid up to and through the student teaching experience. If an arrest record is declared as a result of the fingerprint clearance process, the student will be denied the ability to student teach until the UPPAC (Utah Professional Practices Advisory Commission) has conducted a hearing and ruled in favor of the student. This means that the student has been cleared of the charges.

Students will not be allowed to student teach or participate in field experiences during the time of investigation and/or hearing by the UPPAC to determine the facts of the arrest.

When the UPPAC has cleared the student of allegations and arrest charges, the student may be allowed to proceed in her/his coursework, field experience, and student teaching, but not until the Student Teaching Coordinator has received in writing the UPPAC fingerprint clearance.

“Student teaching shall be equivalent to a full-time experience for at least a ten-week period or until the student has demonstrated mastery of established objectives. Student Teachers shall be assigned in the Major field of study with some experience provided in the Minor field”.

Licensure Requirements for Utah Educators; Student Teachers and Interns Licensure; Policy Statement; Paragraph #3

“A school district may not independently assign Student Teachers or Interns. The service of persons so assigned is not recognized by the Board as fulfilling an intern or student teaching requirement for licensure”.

Utah State Board of Education Rules and Policies; R277 Education, Administration; Section 509 Licensure of Student Teachers and Interns; Paragraph 4; Subparagraph A

UTAH STATE CODE REGARDING SUBSTITUTE TEACHING AND LABOR DISPUTES

Student Teachers are **not permitted to substitute** for a full-time position in a public school. **Under no circumstances should the Student Teacher leave the assigned classroom to substitute for another teacher. If the Cooperating Teacher leaves the classroom for extended and frequent periods, this must be reported to the Principal and the University Supervisor.**

Student teaching precludes any other kind of experience. However, it is reasonable to expect that if there be an emergency on the part of the Cooperating Teacher and no other qualified teacher can be found that the Student Teacher could assume the substitute role for no more than one day period. This should not take place unless the Student Teacher has been in the classroom long enough to have gained sufficient experience to serve as a substitute. In other words, a beginning Student Teacher assigned to a Cooperating Teacher should not be used as a substitute.

Student Teachers should not be considered as the first choice as a substitute for the Cooperating Teacher nor should they be where they are doing their student teaching as a substitute teacher for teachers other than their Cooperating Teacher(s). While emergencies occur, all measures should be taken to provide a qualified substitute other than the Student Teacher.

“No payment or wages are to be received by the Student Teacher or paid to a Student Teacher or expected to be paid or received by a Student Teacher as a substitute for the time the student is participating in the student teaching experience”.

Licensure Requirement for Utah Educators; substitute Teacher Regulations; Hiring Priorities and Eligibility; Paragraph #3

In the event of a labor dispute, work stoppage, or concerted activities in a public school, WSU Supervisors and WSU Students who have been assigned to complete a student teaching assignment, practicum, internship, or other field-based experience, will not be required to attend their regularly assigned classroom for the purpose of completing their student assignment.

Utah State Office of Education guidelines require full time equivalent experience of at least fifty (50) days of student teaching. Any days of student teaching missed, due to concerted activities would have to be made up at a later time in a regularly assigned classroom if the assignment could not be

completed in the semester in which it was assigned. This also applies to Student Teachers who are participating in an internship program who are receiving pay from a school district. Students participating in an internship program who receive pay from the school district are considered employees of the District. Their participation on either side of the labor dispute, work stoppage, or concerted activities as private citizens is left to their own discretion.

WSU desires to remain neutral in such matters. It is the intend of WSU not to place Student Teachers in a compromising position of having to decide whether or not to assume a temporary substitute position as a teacher during any concerted activities.

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