

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 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 suggestions and recommendations pertinent to student teaching.

For additional information go to [www.weber.edu/COE/student teach.html](http://www.weber.edu/COE/student%20teach.html)

Chapter One

Student Teaching Standards, Policies, Prerequisites, and Procedures

The Weber State University Department of Teacher Education uses the Utah Professional Teacher Standards (UPTS) to assist students in developing individual teaching skills and abilities within the classroom setting.

UPTS Standards:

- 1. Creating and maintaining a positive classroom environment that promotes student learning.**
 - A. Create a physical environment that supports a culture for learning and engages all students.
 - B. Implement classroom procedures to enhance student learning.
 - C. Manage student behavior.
 - D. Establish a civic classroom based on caring, responsibility, and respect for diversity.
 - E. Use instructional time effectively to enhance student learning.
- 2. Planning curriculum and designing instruction to enhance student learning.**
 - A. Demonstrate knowledge of content.
 - B. Demonstrate knowledge of age-appropriate pedagogy.
 - C. Design and articulate instruction aligned with Utah Core Curriculum standards.
 - D. Select instructional goals based on student achievement data and knowledge of students.
 - E. Connect curricula to student development and cultural background.
 - F. Use appropriate resources to facilitate individual student learning.
 - G. Integrate curricula across multiple content areas.
- 3. Engaging and supporting all students in learning.**
 - A. Communicate Instruction clearly and accurately.
 - B. Use research-based instructional strategies to enhance students learning of content.
 - C. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.
 - D. Reflect on teaching and learning.
 - E. Differentiate instruction to meet individual student learning needs.
 - F. Incorporate understanding of the diversity of the school community into student learning.
 - G. Integrate the Utah Life Skills document into student learning.
 - H. Engage families as partners in learning.
- 4. Assessing and evaluating student learning.**

- A. Assess learning goals based on Utah Core Curriculum standards.
 - B. Use multiple sources of formal and informal assessment to verify student learning.
 - C. Maintain accurate records of student progress.
 - D. Use student achievement data to inform instruction.
 - E. Communicate feedback on learning progress to students and parents/guardians.
- 5. Demonstrating professionalism to support student learning.**
- A. Understand and act consistently with education laws.
 - B. Demonstrate moral and ethical conduct as educators and role models for young people.
 - C. Maintain professional demeanor and appearance.
 - D. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.
 - E. Contribute to the educational community and demonstrate professional leadership.
 - F. Act as an advocate for students, consistent with professional standards and with respect for parents and families.

Students must **apply within the deadlines** and schedule an interview with the Student Teaching Coordinator one semester prior to the student teaching experience/assignment. Students must **have a valid criminal background clearance and FBI clearance check**, and must **have completed all general, support, and content courses** as set forth in the WSU catalog before being able to student teach. Students must meet and maintain the standards listed in the catalog for admission to the Teacher Education Program. A cumulative GPA of 3.00 or higher must be maintained. In addition, students must **have passed the appropriate PRAXIS test(s)** prior to their student teaching placement. A hard copy of these results must be submitted to the Student Teaching Office.

A full semester of student teaching is required of all students. The student teaching experience is coordinated, within reason, with the needs, interests, and abilities of the university student. Student Teachers should **not** arrange their own assignment with a particular school or teacher. Student Teachers will not be placed in a school in which they have relatives, work experience, or close relationships. They will not be placed in settings where they have been students within the previous ten years.

The student teaching experience is planned, guided, and evaluated to provide opportunities for the student to gain insight into the skills needed to perform the various functions and roles of a teacher. It moves from observation and partial responsibility to that of assuming major responsibility for the full range of teaching duties under the direct supervision of Cooperating Teachers and University Supervisors. However, Student Teachers are not to be used as substitutes for employed teachers, even for short periods of time.

Student teaching placement may be local or remote. Local placements are done in the following districts: Box Elder, Davis, Morgan, Ogden, and Weber. Remote placements are done in districts outside those areas. Remote placements require additional fees to be paid at the time registration or tuition fees are paid.

Student Teachers must register for and attend the weekly seminars required for the specific license. All Student Teachers are required to attend a Student Teaching Orientation Meeting.

Secondary Student Teachers must teach the majority of their assignment in their major and at least one period in their minor. They must complete the equivalent of a full semester in a full-time assignment.

Student Teachers will demonstrate professionalism in their dress and conduct during their student teaching experience. They are required to wear professional, clean, and neat attire (no jeans). They are required to adhere to and follow the policy of the district to which they have been assigned. This includes

required hours before and after school. They are also expected to maintain WSU standards of ethical behavior as well as UPPAC (Utah Professional Practices Advisory Commission) rules (<http://www.schools.utah.gov/UPPAC/>).

Student Teachers will not receive a traditional grade for their student teaching experience. They will receive credit (C) or no credit (NC) based on the quality of their performance. They will be evaluated by their Cooperating Teacher(s) and University Supervisors. Secondary education Student Teachers will also be evaluated by the Content Supervisors from their major and minor departments. 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.

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 a student teaching placement, practicum, internship, or other field-based experience, will not be required to attend their regularly assigned classroom for the purpose of completing their student teaching assignment. 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. Student Teachers who are participating in an internship program who are receiving pay from a 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.

Chapter Two

Student Teacher Requirements and Responsibilities

Student Teachers are ambassadors representing WSU while student teaching in a cooperating school. Part of that successful student teaching experience is that of developing desirable public relations with the administration, Cooperating Teacher(s), staff, pupils, and the community. All students should refer to the Teacher Education Department Standards (see the web site).

Student Teachers are counseled not to over extend themselves with employment 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.

Student Teachers need to become familiar with and abide by the professional obligations outlined in the university coursework and in this guidebook.

Responsibilities:

- Maintain a current background clearance throughout student teaching.
- 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.
- Read and follow all hosting school and district faculty/staff and student policies and procedures including calendar, schedules, and dress code. Study policies and procedures concerning student attendance, discipline rules and consequences, location of records and availability to Student Teachers, lunch regulations, parking, drills and alarms, and accident report forms.
- Act professionally by keeping confidences, respecting the rights of students, faculty, and parents. Be responsible, courteous and dependable. Maintain a positive attitude and create a positive learning environment.
- Work cooperatively with and accept and implement the feedback and suggestions of the Cooperating Teacher(s) and University Supervisor(s).

- Follow all policies and procedures established for Student Teachers within the Department of Teacher Education at WSU. Maintain a three-ring binder with four sections (guidebook, reflective journal, lesson plans, and evaluations) and have it immediately available for the University Supervisor upon arrival.
- Complete a professional portfolio.
- Complete at least one fully developed Teacher Work Sample (TWS).

The following are suggestions for activities during the observation period as a stepping stone to assuming responsibility of the class:

- Observe how the Cooperating Teacher creates a positive learning environment, 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, and reviews and evaluates the results of her/his teaching.
 - Discuss pupils with the Cooperating Teacher and/or school counselor(s).
 - Learn attendance routines.
 - Work with advanced pupils or give remedial help to pupils.
 - Keep records of homework and pupils' grades. Correct assignments.
- Other ideas:
- Assist in duplicating and distributing of materials.
 - Tell or read a story or teach a song.
 - Give a spelling test.
 - Teach the background for a unit, lesson, or special occasion.
 - Give a demonstration.
 - Share hobbies, special talents, or background of interesting experiences as part of a lesson or presentation

Lesson Planning

Meaningful and useful lesson planning is an essential component during the student teaching experience which will be carried over to the employment setting. Teachers who are weak in planning are more likely to have challenges with classroom management and are more apt to fail the student teaching experience.

The Department of Teacher Education at WSU has established the following standards:

- University Supervisors and Cooperating Teachers have the right to determine the appropriateness of a lesson plan.
- Student Teachers must have a lesson plan before teaching a lesson.
 - The overall objectives of the lesson and unit must consider the scope and sequence as well as the Utah Core Curriculum.
 - Objectives, activities, materials, and assessment must be included in each lesson plan.
 - Objectives, assessments, and lesson activities must be aligned.

Attendance

- Student Teachers need to meet each class on time each day.
- 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 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 requirements.

- In the event of an extended absence, 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**. Cooperating Teachers, principals, and University personnel must be informed in a timely manner. Failure to do so may be grounds for referral to the Teacher Education Admission and Retention Committee and may affect their status in the Teacher Education Program.

Problems and Grievances

Problems and/or grievances which develop during the student teaching experience should be communicated immediately.

- All parties are encouraged to discuss any professional problems at any time with the WSU Student Teaching Coordinator at (801) 626-6622.
- 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.
- 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 end of the student teaching assignment. This documentation is then submitted to the Advisement and Student Teaching Policy Committee for consideration. The written request must contain the following information:
 - Name, address, phone number, and W number of the Student Teacher
 - Name of school and district
 - 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
- A Student Teacher may 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 Weber State University.
 - Before removal occurs, efforts are made to correct the situation.
 - It is the desire of the Teacher Education Department to assist the student through a successful experience. However, Student Teachers must accept responsibility for their performance and behavior.

Initial 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. Further information will be given in the weekly seminars.

Chapter Three

Cooperating Teacher Responsibilities

The role of the Cooperating Teacher is to facilitate and nurture the professional experience of the Student Teacher by aiding in the development of skills in instruction, management, communication, and organization. The Cooperating Teacher should conduct formal and informal observations to evaluate the Student Teacher's performance and progress. Clear and specific feedback should be given to the Student Teacher during frequent conferences.

Remember that Student Teachers are not always certain about how much initiative may be exercised, or whether they are going in the right direction unless feedback is given. Student Teachers need approval and support as the two roles of teacher and student are combined. Depending on the individual ability, Student Teachers should have control of the classroom 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 expected to encourage individuality and responsibility for personal growth in their Student Teacher.

Become acquainted with the Student Teacher and the forms requiring completion. These forms include: Observation, Mid-Semester Evaluation (for secondary education students teachers), Final Evaluation, Disposition, and Honorarium.

Prepare the pupils for the arrival of the Student Teacher. They should be prepared to regard the Student Teacher as another teacher in the classroom and follow the Student Teacher's leadership. Prepare a place for the Student Teacher to use and place personal belongings, and acquaint the Student Teacher with the physical layout of the school.

In addition to the above, the Cooperating Teacher should:

- Provide the Student Teacher with a copy of the school handbook(s), curriculum guides, school schedule and philosophy.
- Share with the Student Teacher an overview of long-range plans for the classroom.
- Assist the Student Teacher by reviewing written lesson plans prior to the actual teaching of the lesson.
- Assist in implementing daily routines and procedures that will minimize disorder and wasted time, effectively transitioning from one activity to another, stressing the importance of having all materials ready for every activity, and following school-mandated procedures.
- Provide the Student Teacher with a variety of effective discipline techniques, determining reasonable standards of behavior, dealing with misbehaviors in the early stages, and modeling effective teaching techniques.
- Follow up the lesson taught by the Student Teacher with honest and specific reflection, feedback, and evaluation.
- Help the Student Teacher to see the differences in needs, interests, and abilities of pupils and means by which they can be addressed.
- Create an atmosphere of mutual trust, confidence, and respect. If it is necessary to correct the Student Teacher, it should not be done in front of pupils.
- Be in the classroom at the beginning of the student teaching experience. Gradually withdraw as the Student Teacher demonstrates confidence and competency.
- Arrange for a substitute in the event of your own absence. Student Teachers may not be used as substitutes.

Observations and Conferences

Clear communication between the Cooperating Teacher and Student Teacher is essential. Conferences should be planned and scheduled. It is important to avoid factors that could adversely influence the effective communication such as lack of adequate time before or after school, or lack of privacy to conduct the conference. Observations provide the Student Teacher with important feedback concerning implementation and improvement of lesson plans, identification of distracting mannerisms or speech patterns, and instructional strengths and weaknesses. It is suggested that the focus of the discussion be limited to a couple of items at a time.

The following suggested questions will assist the Student Teacher in reflecting at suitable intervals.

- Were the learning objectives adequately addressed during the lesson? How do you know?
- Was there alignment between the assessment and objectives? How do you know?
- Did the students learn what you wanted them to? How do you know?
- What evidence do you have that the subject was adequately taught?
- Were the choices of teaching methods or strategies effective? How do you know?
- Discuss the interest level of your students. What provisions did you make for individual differences?
- How might you improve your classroom management?
- What will you do differently in the future to enhance your students learning?

Chapter Four

University Supervisor Responsibilities

The University Supervisor represents the Department of Teacher Education. University Supervisors and Content Supervisors work closely with both the Student Teacher and the Cooperating Teacher to help the Student Teacher have a successful experience. The University Supervisor and the Content Supervisor are expected to assist the Student Teacher in the following ways:

- Verify that the Student Teacher is properly placed in an appropriate student teaching setting for the major and minor, if applicable. Any questions or concerns should be reported immediately to the Student Teaching Coordinator.
- Assist in the selection, use, and evaluation of appropriate objectives, activities, materials, and assessments for the age group and content area.
- Share ideas, materials, and enthusiasm with the Student Teacher.
- Review lesson plans and journal entries in a positive and constructive manner.
- Follow the schedule of required visits and evaluations set by the Student Teaching Coordinator.
- Make additional visits if necessary, to provide an accurate report of student's progress.
- Inform the Student Teaching Coordinator in a timely manner of any serious problems and/or questionable progress of the Student Teacher.
- Be aware of the relationship between the Student Teacher and the Cooperating Teacher and meet with them as needed.
- Work with the Principal and the Cooperating Teacher in solving any problems that may arise during the placement.
- Complete and submit all required evaluation forms in a timely manner following the actual observation and conference with the Student Teacher.
- Support the policies established by the WSU Department of Teacher Education, and strengthen cooperative relationships between the University and the schools.

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- How might you improve your classroom management?
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Chapter Five

School District Personnel Functions and Responsibilities

The District Placement Coordinators typically have no contact with the Student Teachers and they are not asked to assume institutional responsibility regarding the Student Teaching Program.

Their responsibilities may include the following:

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

The building principal helps set the tone for the environment under which the Student Teachers will complete their assignments. An atmosphere of cooperation among all parties is an essential element in the professional development of a teacher. The principal is asked to assist by:

- Serving as the host and leader coordinating student teaching in the school.
- Identify capable teachers to provide the necessary experiences to train university students for the profession.
- Make Cooperating Teacher assignments and coordinate changes if necessary. In selecting Cooperating Teachers please keep the following standards in mind. They should:
 - Hold a current and valid Level 2 license issued by the USOE for the level and/or subject in which supervision will take place.
 - Have a minimum of three (3) years of full-time experience in the area in which they will provide supervision for the Student Teacher.
 - Have the knowledge, skills, and dispositions necessary to observe and evaluate Student Teacher performance and to provide on-going, descriptive feedback to foster positive growth for the student.
 - Demonstrate consistent high quality in teaching performance and promotion of professional practices.
 - Be considered a master teacher.
- Prepare the faculty and staff for the arrival of the Student Teacher.
- Conference with the Student Teacher before the beginning of the assignment to discuss school policies concerning grading, scheduling, curriculum, co-curricular activities, special duties, use and availability of supplies, parking, lunch, etc.
- Invite the Student Teacher to faculty meetings, social activities, and all school functions.
- Assist the Student Teacher in developing a comprehensive understanding of the community.
- Help Student Teachers with issues and problems that may develop during the assignment. Help them understand the ethics of the profession and school and district policies.
- Communicate with the Cooperating Teacher and University Supervisor(s) during the placement.

Chapter Six

Terminology and State Policy

The following terminology is used in the 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 and individual, group, or groups of learners over a period of several consecutive weeks.
2. **Cooperating Teacher** – The term used to designate the teacher responsible for hosting and mentoring students from the Teacher Education Program as they observe and teach in the classroom.
3. **University Supervisor** – The term used to refer to the university faculty member or university adjunct member responsible for supervising and evaluating the Student Teacher’s activities and performance during the placement.
4. **Content Supervisor** – The term used to refer to the university faculty member from the student’s major or minor who is responsible for supervising and evaluating the secondary education Student Teacher.
5. **Student Teacher 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. **Background Clearance** – The process that allows a Student Teacher to have access to the school during student teaching certifying that the Student Teacher has a clear background. The student will be issued a badge and a lanyard which must be worn at all times when at the placement school.
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 internships.
8. **Substitute teacher** – An individual employed to take the place of a regular teacher who is temporarily absent.
9. **Educator License** – A certificate issued by the State Board of Education which permits a holder to be employed as an educator in an elementary or secondary school.

Student Teaching License – A certificate issued by the State Board of Education which permits a student to complete the last phase of the university experience as a prerequisite to apply for a educator license.

Utah State Office of Education Administrative Rules

Student Teaching License

R277-509-3. Issuing Licenses.

- A. The Board shall issue Student Teacher or Intern licenses to students enrolled in approved teacher preparation programs.
- B. A license is issued only to Student Teachers or interns assigned to elementary, middle, or secondary schools under Cooperating Teachers for part of their preparation program. A Supervising administrator must be permanently assigned to the building to which an intern is assigned
- C. A Student Teacher or Intern license is valid only in the school district or charter school specified and for the period of time indicated on the license.