

Student Teaching Guidebook

(Rev. 11/2/23)

Introduction

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 complete 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, mentor teachers and university supervisors. This guidebook is intended to provide direction for all individuals involved in the student teaching experience. It is not all-inclusive. Additional information additional information can be found at <https://weber.edu/teachered/student-teaching.html>.

Chapter One

Terminology, Student Teaching Standards, Policies, Prerequisites, and Procedures

The following terminology is used in the Student Teaching Guidebook:

1. **Student Teacher** – WSU student who is participating in the culminating experience for students enrolled in the Teacher Education Program. The Student Teacher may also be referred to as a teacher candidate. During this period, students receive guidance in assuming responsibility for directing the learning of individual students, small groups, and full-class instruction over a period of consecutive weeks.
2. **Mentor Teacher** – The term used to designate the school district teacher responsible for hosting and mentoring student teacher candidates from the Teacher Education Program as they observe and teach in the classroom. A Mentor Teacher may also be referred to as a Cooperating Teacher.
3. **University Supervisor** – The term used to refer to the university faculty member or university adjunct member responsible for supervising and evaluating the teacher candidate’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 teacher candidate.
5. **Clinical Experience Coordinator** – The WSU Department of Teacher Education individual charged with the responsibility of coordinating the placement of teacher candidates. This person is also involved in all decisions regarding the change(s) in placement or termination of assignment.
6. **District Placement Coordinator** – The school district contact, usually a member of the district’s HR department, who coordinates placement of a Student Teacher with the Clinical Experience Coordinator’s office.
7. **Background Clearance** – The process that allows a teacher candidate to have access to the school during student teaching certifying that the teacher candidate has a clear background. The teacher candidate will be issued a physical badge and a lanyard which must be worn at all times when at the placement school.
8. **Intern Teacher** – 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.
9. **Substitute Teacher** – An individual employed to take the place of a regular teacher who is temporarily absent.
10. **Contract Day** – The amount of time the Mentor Teacher is required to be at the school. The Student Teacher is required to follow the Mentor Teacher’s Contract Day. For example, if the Mentor Teacher’s contract is from 7:30am – 3:30pm. That is the length of the contract day for the Student Teacher.
11. **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.

12. **Emergency Hire/Provision al Hire** – An offer of employment for an educator position made by a school district to a student teaching candidate who is participating in the student teaching experience.
13. **Long-Term Substitute** – An offer of employment for a substitute position made by a school district to a student teacher candidate who is participating in the student teaching experience.

The Weber State University Department of Teacher Education uses the Utah Effective Teaching Standards and Indicators (UETS) to assist students in developing individual teaching skills and abilities within the classroom setting [UETS Standards](#).

UETS Standards:

Standard 1: Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:

- **Element 1: Personalizing Learning**
 - Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning.
- **Element 2: Building Relationships**
 - Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.
- **Element 3: Respecting Learner Backgrounds and Perspectives**
 - Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.
- **Element 4: Fostering Student Self-Awareness**
 - Providing formative and timely feedback to guide students in self- assessment of learning and demonstration of competency to support students in understanding themselves as learners.

Standard 2: Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:

- **Element 1: Content**
 - Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery and designing learning experiences aligned to clear learning intentions and success criteria.
- **Element 2: Learning Progression**
 - Demonstrating a comprehensive understanding of where students have been, where they are now and where they are going using strategically sequenced learning experiences aligned within and across grade levels.

- **Element 3: Instructional Planning**
 - Planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency.
- **Element 4: Engagement**
 - Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.

Standard 3: Instructional Practice

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:

- **Element 1: Instructional Strategies**
 - Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse and problem solving and to scaffold learning experiences to meet the needs of all students.
- **Element 2: Assessment Practices**
 - Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.
- **Element 3: Relevance**
 - Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency.
- **Element 4: Innovation and Technology**
 - Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.

Standard 4: Classroom Climate

Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

- **Element 1: Respectful Learning Environment**
 - Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.
- **Element 2: Classroom Safety**
 - Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms and protocols.
- **Element 3: Classroom Organization**
 - Strategically organizing and structuring the physical classroom environment for optimal student learning.
- **Element 4: Growth-Oriented Classroom Climate**

- Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking.

Standard 5: Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:

- **Element 1: Adherence to Laws, Rules and Policies**
 - Maintaining a current educator license and adhering to relevant laws, rules and policies impacting educators.
- **Element 2: Continuous Professional Learning**
 - Engaging in and valuing constructive feedback, reflective practices, professional learning and collaborative activities that support professional, instructional and schoolwide improvement.
- **Element 3: Communication**
 - Using effective and responsible communication with students, families and colleagues about student learning.
- **Element 4: Professional and Ethical Conduct**
 - Treating all with respect and maintaining professional and ethical conduct with students, families and colleagues.

Students must apply within the deadlines and schedule an interview with the Clinical Experience Coordinator one semester prior to the student teaching experience/assignment.

Students applying for student teaching must:

- Provide evidence of a current USBE background check <https://secure.utah.gov/elr/ebc/welcome.html>
 - Utah Law (53A-1a-512.5) requires that each applicant for a Utah Educator License must satisfactorily complete a background check. A background check is also required of applicants desiring to renew a Utah Educator License that has expired. To complete the background check, an applicant must submit fingerprints for review by the Utah Bureau of Criminal Investigation and the Federal Bureau of Investigation
- Have completed all general, support, and content courses as set forth in the WSU catalog before student teaching
- Meet and maintain the standards listed in the catalog for admission to the Teacher Education Program
- Have a cumulative GPA of 3.00 or higher
- Enrolled in Educational Testing Services (ETS) for PPAT

All student teacher candidates are required to teach a minimum of **60 contract days**. If your supervisors determine that additional time and experience is recommended, you may be required to extend your student teaching experience as needed. Contract days follow the Mentor Teacher's contracted day. For example, if the Mentor Teacher is required to be at the school from 7:30 am – 3:30 pm, the Student Teacher must follow that schedule. Please be punctual.

A full semester (8 credits) 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 teacher candidates should **not** arrange their own assignment with a particular school or teacher. Teacher candidates may not be placed in a school in which they have relatives, work experience, or close relationships or have been students within the previous ten years. The aforementioned dynamics will be determined at the discretion of the Clinical Experience Coordinator.

The student teaching experience is planned, guided, and evaluated to provide opportunities for the Student Teacher to gain insight into the skills needed to perform the various functions and roles of a teacher. It moves from brief observation (i.e., within the first 2 weeks) and partial responsibility to that of assuming major responsibility for the full range of teaching duties under the direct supervision of Mentor Teachers and University Supervisors. Student Teachers may be used as substitutes only in the classroom(s) to which they are assigned, for no more than 5 days total, and not more than 3 consecutive days.

Student Teacher 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.

Undergraduate teacher candidates must register for and attend the seminars required for the specific license. All teacher candidates are required to attend or view the recording of the student teaching orientation.

Secondary teacher candidates must teach all or a majority of their placement in their major. Experience teaching in the minor may occur during the Pro Core semester. They must complete the equivalent of a full semester in a full-time assignment.

Additionally, Student Teachers 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 review the [WSU Teacher Education Standards of Ethical Conduct](#) as well as the Utah Educator Ethics Standards.

Student Teachers will not receive a letter 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 University Supervisors. Secondary education teacher candidates may also be evaluated by the Content Supervisor from their major/minor departments. Student Teachers will find a digital copy of their observations from their University Supervisor on the student portal application.

In the event of a labor dispute, work stoppage, or concerted activities in a public school, University Supervisors and Student Teachers 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 will need 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 type (e.g., emergency hire) 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, mentor teacher(s), staff, students, and the community. All student teacher candidates should refer to the [Teacher Education Department Standards](#)

Do not over extend yourself with employment while student teaching. The student teaching assignment is considered a full-time job. Student Teachers are not considered employees for the district to which they have been assigned. In the event that the Student Teacher is offered a teaching position as a provisional hire, intern/emergency hire, the district person making the offer must first contact the WSU Clinical Experience Coordinator. (*Refer to Chapter 6 for more information on provisional teaching placements.*)

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

Student Teacher Code of Conduct:

Weber State University Teacher Education students shall adhere to the Utah Educator Standards as found in the Utah Administrative Code Rule R277-515, and the Weber State University Student Code (PPM 6-22). Additionally, students' conduct in the classroom and field should adhere to the following:

Weber State University Student Code (PPM 6-22)

Standard I: Professional Behavior and Ethical Conduct such as (but not limited to):

1. Respect personal, academic, and professional rights and responsibilities of others.
2. Maintain dignity of the teaching profession by respecting/obeying laws, exemplifying honesty and integrity.
3. Accord just and equitable treatment to all members of the profession, including all individuals associated with the teacher preparation program.
4. Demonstrate respect for the dignity, individuality, culture, and values of each person.
5. Cooperate with teacher education established policies and procedures.
6. Work compatibly with other students, staff, and faculty.
7. Demonstrate commitment and dedication in preparing to teach.
8. Assume personal responsibility for actions and consequences.
9. Be responsible for timely attendance.
10. Maintain professional dress while in the field setting.
11. Demonstrate professional behavior in class or field assignments.
12. Do own work on assignments and exams (unless specifically directed to collaborate) including accurately citing work and avoiding plagiarism
13. Exhibit a positive attitude toward the education profession and course content area.

14. Develop and adhere to appropriate professional boundaries in all relationships with field experience students.
15. Safeguard others from conditions detrimental to learning, emotional or physical health, or safety.
16. Comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
17. Use technology appropriately (at WSU and field) including
 - a. using email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
 - b. Using computing resources in a responsible, ethical and professional manner and refraining from using computers in ways such as
 - Displaying sexually explicit or other inappropriate materials
 - Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind.
 - Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account
 - c. Adhering to technology-use policies during class time

Standard II: Academic Responsibilities such as (but not limited to):

1. Maintain teacher education academic standards including full participation in activities, compliance with attendance policies, and completion of assignments.
2. Demonstrate commitment to learning, openness to new ideas, and tolerance for ambiguity.
3. Demonstrate competence in written and oral English language.
4. Maintain pattern of exceeding minimum requirements in course and field work.
5. Demonstrate ability to apply knowledge and skills in classroom settings with school-aged students.

Professional Obligations and Responsibilities:

- Maintain a current background clearance throughout student teaching.
- Arrange to meet with the principal and the mentor 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 teacher candidates, 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, create a positive learning environment, and represent themselves, their cooperating school, and Weber State University in a positive and professional manner.
- Teacher candidates will demonstrate professionalism in their dress and conduct during their student teaching experience. They are required to wear professional, clean, and neat attire.

- Work cooperatively with and accept and implement the feedback and suggestions of the Mentor Teacher(s) and University Supervisor(s).
- Follow all policies and procedures established for Student Teachers within the Department of Teacher Education at WSU.
- Teacher candidates should make their reflective journal, lesson plans, accountability log, and other documentation available to their University Supervisor (upon request).

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. Student Teacher candidates 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 Mentor 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 Standards](#).
 - Objectives, activities, materials, and assessment must be included in each lesson plan. Objectives, assessments, and lesson activities must be aligned.

Attendance

- Student Teachers must adhere to the Mentor Teacher's contractual hours at their schools and classrooms every day.
- Student Teachers are required to attend mandatory TED-day at the University.
- 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 Mentor 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 Clinical Experience Coordinator of any family emergency and/or decision not to continue student teaching. This notification must be made in writing. Mentor teachers, principals, and university personnel must be informed in a timely manner. Failure to do so may be grounds for disposition referral to the Teacher Education Admission and Retention Committee and may affect their status in the Teacher Education Program.

Disability Services

Any student requiring accommodations or services due to a disability must contact Disability Services in Room 181 of the Student Services Center or Room 256 at the Davis Campus. Disability Services can also arrange to provide course materials (including this guidebook) in alternative formats upon request.

Safety Protocols

The safety of Student Teachers is a priority for the University. While not expected, a variety of situations could place a Student Teacher in danger during their clinical experience. The University takes all potential threats to safety seriously. Such threats could include but are not limited to: natural disasters, illness or contagions, lockdowns etc. The Student Teacher should make it a priority to familiarize themselves with their school's safety protocols upon arrival at the school of their placement. Should an event occur, the Student Teacher should do the following:

1. Seek shelter or safety immediately until the situation has been mitigated. Adhere to the school/district safety protocols.
2. Call the WSU Clinical Experience Coordinator to check-in as soon as the situation permits (801)-626-6622.
3. Seek help or counseling after the event if needed. [WSU Counseling & Psychological Service Center](#)

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 university Clinical Experience Coordinator at (801) 626-6622.
- This communication may be initiated by the Student Teacher, the Mentor Teacher, or the University Supervisor, and should be addressed, depending on the issue, to the appropriate person/level.
- If a teacher candidate wishes to challenge an evaluation, a written request must be submitted to the Clinical Experience 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 Mentor Teacher(s) and school Principal
 - Name of the University Supervisor
 - Reason(s) for the appeal
 - Copies of any information and/or documentation to support the teacher candidate's request for appeal

Requesting a Change to a Placement

At any given time through the student teaching experience, a Student Teacher may wish to make changes to their placement. There could be a number of reasons for this. Changes could include the desire to change Mentor Teacher, grade level, school, or school district. This decision should not be made lightly as there is no guarantee that another placement could be found in a timely manner. WSU does NOT recommend requesting a change to the placement. Please contact the Clinical Experience Coordinator to discuss requests for placement change as soon as possible.

It is important to note if a placement change request is made, the Student Teacher will most likely fall behind on completing the student teaching experience as change requests can take up to 3-4 weeks to process. Repercussions of placement changes could include; extension of student teaching beyond graduation, possibly having to repeat student teaching the following semester, incurring late work fees for PPAT, etc. There is no guarantee the student would be placed in the same grade, school, or school district if a placement change request is made.

Involuntary Remediation, Removal and/or Termination

While not anticipated, a Student Teacher's placement may involuntarily be terminated by the Clinical Experience Coordinator if it is determined that the situation in a particular placement is damaging to the students, the school faculty, and/or administration, the Student Teacher, and/or Weber State University. Situations which could call for removal from the placement include but are not limited to; prolonged illness, attendance, personal/family life problems, code of conduct violations etc.

Before involuntary removal occurs, efforts are made to correct the situation through remediation and/or additional coaching. It is the desire of the Teacher Education Department to assist the Student Teacher through a successful teaching experience. However, Student Teacher candidates must accept responsibility for their performance and behavior.

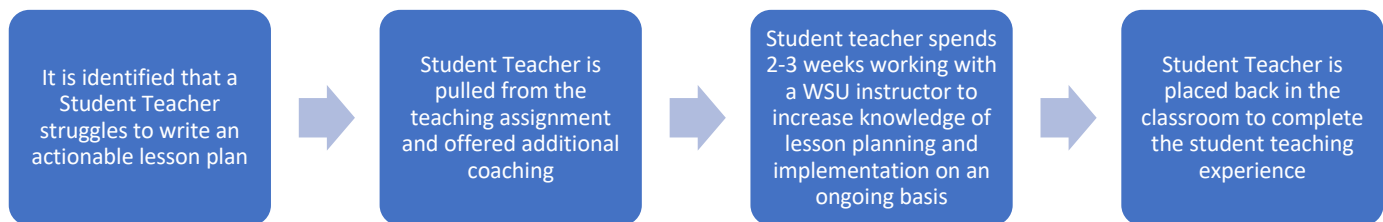
Remediation for a Student Teaching Placement

On occasion, a Student Teacher might struggle to apply what they have learned in school in a teaching placement. For example, a student teacher might feel inadequate to implement lesson plans in the classroom in a practical application. If this occurs, the Clinical Experience Coordinator might determine remediation is necessary. An example of a remediation/coaching process might look like this:

1. The Clinical Experience Coordinator gathers information from the Student Teacher, Mentor Teacher, University Supervisor, Principal and District Coordinator about the progress of the teaching experience.
2. The Clinical Experience Coordinator makes the determination to pull the Student Teacher from the teaching placement for a specified amount of time to offer more coaching or remediation.
3. The Student Teacher is provided with the opportunity to work with a WSU instructor to increase skills in the area of concern.
4. The student teacher is placed back in the classroom to complete the teaching experience.

Please note the Student Teacher might not be reassigned to the initial teaching placement, school or school district. In addition, should the Student Teacher fall behind or miss any deadlines for PPAT, it is the responsibility of the student teacher to make up all missed work deadlines and pay for any fees incurred. Removal for remediation may also impact graduation from the program as the Student Teacher will need to extend their student teaching to meet the licensure requirement for days of student teaching in the classroom.

The following could be an example of what to expect when a Student Teaching candidate struggles with an area of classroom instruction. This example is one method of remediation for a student who struggles with writing lesson plans. It is important to note that this process may vary based on situation:



Removal/Termination of a Student Teaching Placement

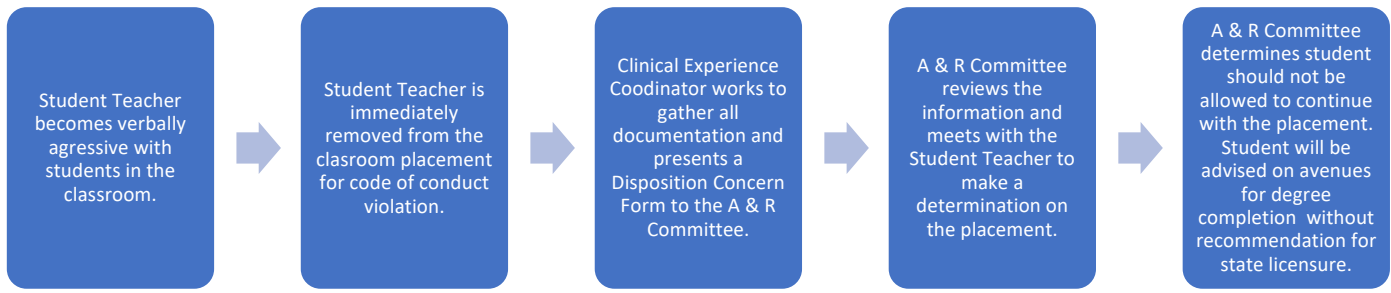
While very rare, removal/termination of a student teaching placement does happen. A variety of situations can lead to the removal/termination of a Student Teacher from their placement. It is not the intention of WSU to terminate any student teaching placement and every effort will be made by the Clinical Experience Coordinator to assist the Student Teacher in a successful teaching experience.

Should removal or termination become necessary, the following process will be implemented and may vary based on individual circumstances:

1. The Clinical Experience Coordinator works to gather information from the Student Teacher, Mentor Teacher, University Supervisor, Principal, and District Coordinator about the teaching experience.
 - a. Depending on the severity of the circumstances, a Student Teacher might be removed from their assignment at this point in the documentation process.
2. All information is documented in a Disposition Concern Form and presented to the committee chair of the Admissions and Retention Committee. The committee chair reviews the information and determines if it should be presented to the entire Admissions and Retention Committee for review and possible hearing.
3. The Student Teacher meets with members of the Admissions and Retention Committee for a hearing. The committee could make the following recommendations:
 - a. Allow the student to continue teaching with the current placement.
 - b. Modify the placement to allow the student to continue teaching. This could include but is not limited to; changing the placement with the school, moving schools within the district, moving school districts.
 - c. Removal from the student teaching experience altogether.

4. If removal/termination occurs, the Student Teacher will be advised on options for graduating without recommendation state licensure. One possible avenue for degree completion could be a BIS degree after additional coursework.

The following example is one type of method of removal/termination from a teaching placement. Please note that removal/termination of a teaching placement may vary, and is based on individual circumstances and situations.



Licensure

Student teacher candidates are not automatically licensed to teach after completion of the Teacher Education Program. Student Teacher candidates will be recommended for licensure when all the USBE requirements have been met and grades and degrees have been posted on their official transcript. It is the responsibility of the teacher candidate to fulfill all licensing requirements through USBE after the recommendation has been made.

Chapter Three

Mentor Teacher Responsibilities

The role of the Mentor 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. Mentor Teachers are expected to encourage individuality and responsibility for personal growth in their teacher candidate. Clear and specific formative feedback should be given to the Student Teacher during frequent interactions. Student Teachers may require feedback on their initiative, effort, and progress on their teaching skills.

Potential concerns should be directly and immediately addressed with the Student Teacher. In the event that the teacher candidate is not responsive to the Mentor Teacher's concerns, the University Supervisor and Clinical Experience Coordinator should be notified. If it is deemed necessary, student teaching concerns may be documented in writing and shared with the University Supervisor and Clinical Experience Coordinator.

Mentor Teacher Responsibilities

- Providing the Student Teacher with a copy of the school handbook(s), curriculum guides, school-mandated procedures, school schedule, and philosophy of their teaching pedagogy.
- Prepare a place for the Student Teacher to use and place personal belongings, and acquaint the teacher candidate with the physical layout of the school.
- 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 increase efficiency while minimizing disorder and wasted instructional time,
- Model and encourage the effective transition from one activity/teaching cycle to another, stressing the importance of having all materials ready for all every activity.
- Provide the Student Teacher with a variety of effective behavior management discipline techniques, determining and discussing reasonable standards of behavior, how dealing with maladaptive positive behavior will be reinforced and maladaptive behavior corrected and modeling effective teaching techniques early in the student teaching placement.
- Follow up the lesson taught by the Student Teacher with honest and specific reflection and feedback.
- Help the Student Teacher to see the differences in needs, interests, and abilities of students 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 students.

Solo Teaching

Solo teaching experiences are very important; however, it is also important for the Mentor Teacher to be present during these solo teaching opportunities. It is desirable for the Mentor Teacher to provide assistance when needed. The intention is for the Student Teacher to gradually assume and manage all aspects of teaching on their own. As an effort to encourage partnership between the Student Teacher and the Mentor Teacher, the

Mentor Teacher does not complete any formal evaluations. Instead, it is intended the Mentor Teacher will provide feedback directly to the Student Teacher on a continued basis to provide proper observation, assistance, and feedback.

Another advantage of solo teaching is to allow the Student Teacher to assume direction of the class, which should be prioritized from the beginning of the student teaching placement. This will also help the students to regard the Student Teacher as another teacher in the classroom and follow the teacher candidate's leadership. Therefore, Mentor Teachers and Student Teachers should make plans to have the teacher candidate be the only teacher in the classroom (solo) during the first two weeks of student teaching for not more than twenty minutes. The Student Teacher candidate needs to be provided the opportunity to be the only teacher in the room during instruction, and provided an opportunity to debrief with the Mentor Teacher at a time convenient to both. Other longer solo teaching experiences will follow, as needed, to give the Student Teacher the confidence and experience to handle a future classroom of their own.

Co-teaching

As much as we value the opportunity for Student Teachers to practice delivering instruction and managing the classroom without the Mentor Teacher present (i.e., solo teaching), we also value having the Student Teacher and Mentor Teacher engage in co-teaching and active collaboration with students present. We feel that co-teaching should be an integral part of the student teaching experience. Co-teaching provides a supportive experience for teacher candidates plus it allows the Mentor Teacher to stay actively involved in the classroom. There are many forms of co-teaching, but all of them include the Mentor Teacher and the Student Teacher working together on essential elements. These essential elements include:

- **PLANNING:** Sit down together to plan what content to teach, what materials and resources to use, who will lead the different parts of the lesson, what instructional activities to use and how to assess student learning. Individual lesson plans are made following this co-planning time.
- **INSTRUCTION:** Share the leadership in the classroom, work with all students, manage the classroom together and make changes to the lesson as needed.
- **ASSESSMENT:** Both co-teachers will participate in the assessment of students, share the work of grading, provide formative and summative assessment, and work together to determine grades.

There will be periods of time during co-teaching when the Student Teacher will lead the planning, organizing, delivery and assessment of instruction. The following co-teaching strategies from [The Academy for Co-Teaching and Collaboration, at St. Cloud State University](#) (2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant), should be strongly considered when planning co-taught lessons.

Co-teaching Strategies

One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or mentor teacher) could take on both roles.

One Teach, One Assist – an extension of one teaches, one observes. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

Station Teaching – the co-teaching pair divide the instructional content into parts –Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often independent stations will be used along with the teacher-led stations.

Parallel Teaching – each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

Supplemental Teaching – this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

Differentiated Teaching – differentiated teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Team Teaching – well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Mentoring

Clear communication between the Mentor Teacher and the Student Teacher is essential. Student Teacher/Mentor Teacher interactions should happen in a variety of ways. They may be initiated “on the spot” or be planned and scheduled. Further, it is important to ensure effective communication such as budgeting adequate time before or after school, and conducting interactions in a private location if necessary. Observations provide the Student Teacher with important feedback concerning implementation and improvement of lesson plans, effective teaching behaviors (e.g., pacing), and instructional strengths and weaknesses.

It is suggested that the focus of the interactions be limited to a couple of items at a time. The following suggested questions may assist the Student Teacher in reflecting on their ability to demonstrate effective teaching at regular intervals across the student teaching placement:

- Did you learn your students' names quickly and make intentional efforts to build relationships/rapport?
- 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 Mentor Teacher to help the teacher candidate have a successful experience. The University Supervisor and the Content Supervisor are expected to assist the Student Teacher in the following ways:

- Meet personally and establish a relationship with the Mentor Teacher and the Student Teacher very early (i.e., first few weeks of the semester).
- 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 Clinical Experience 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 Clinical Experience Coordinator.
- Supervise and evaluate Student Teachers a minimum of 4-5 times per semester. The majority of visits should be conducted face to face in the classroom unless the teacher candidate placement is remote. Please contact the Clinical Experience Coordinator if questions arise regarding remote observations.
- Make additional visits, if necessary, to provide an accurate report of a teacher candidate's progress.
- Inform the Clinical Experience Coordinator in a timely manner of any serious problems and/or questionable progress of the teacher candidate.
- Be aware of the relationship between the Student Teacher and the Mentor Teacher and meet with them as needed.
- Work with the Principal and the Mentor Teacher in solving any problems that may arise during the placement.
- Complete and submit all required evaluations in the Student Teaching Supervisor Portal 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.

Observations and Interactions

Clear communication between the University Supervisor and Student Teacher is essential. Observations and interactions should take place in a variety of ways. Interactions with the Student Teacher might be initiated “on the spot” as the University Supervisor sees fit. In addition, observations and interactions should also be planned and scheduled as situations dictate. It is important to avoid factors that could adversely influence effective communication such as lack of adequate time to debrief and securing a private location 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 engagement 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?

Safety Protocols

The safety of University Supervisors is a priority for the University. While not expected, a variety of situations could place a University Supervisor in danger during teacher candidate evaluations. The University takes all potential threats to safety seriously. Such threats could include but are not limited to: natural disasters, illness or contagions, lockdowns etc. The University Supervisors should make it a priority to familiarize themselves with their schools' safety protocols. Should an event occur, the University Supervisor should do the following:

1. Seek shelter or safety immediately until the situation has been mitigated. Adhere to the school/district safety protocols.
2. Call the WSU Clinical Experience Coordinator to check in as soon as the situation permits. (801)-626-6622.
3. Seek help or counseling after the event if needed. [WSU Counseling & Psychological Service Center](#)

Chapter Five

School District Personnel Functions and Responsibilities

Usually, a member of the district's HR department, the District Placement Coordinators typically have no contact with the teacher candidates and they are not asked to assume institutional responsibility regarding the student teaching program.

Their responsibilities may include the following:

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

The On-site Principal helps set the tone for the environment under which the Student Teacher 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 Mentor Teacher assignments and coordinate changes if necessary. In selecting Mentor Teachers, please keep the following standards in mind. They should:
 - ❖ Hold a current and valid professional license issued by the USBE 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 teacher candidate.
 - ❖ 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 Mentor Teacher and University Supervisor(s) during the placement.

Chapter Six

Considerations for Provisional Hire, Emergency Hire Placements, & Long-Term Substitutions

Once in a while, a school district might offer a Student Teacher either emergency hire placement or long-term substitution placement. This type of placement is a provisional placement. Provisional placement means that the Student Teacher is considered a “temporary employee” as the Student Teacher has not completed all requirements for state licensure. Student teacher candidates need to be aware of what a placement such as this could mean for them. Student Teachers should carefully weigh their options before pursuing this type of placement. It is not a decision that should be taken lightly.

The WSU student teaching assignment/experience is considered a full-time job for teacher candidates. Student Teachers are assigned 8 credits for student teaching in addition to 4 credit hours practicum (GCT may vary). As a teacher candidate, Student Teachers are not considered employees for the district to which they have been assigned.

In the event that the Student Teacher is offered a teaching position, the Student Teacher becomes an Intern Teacher. With employment of the Student Teacher, the school district of hire assumes all responsibility for support and supervision of the Intern Teacher. In this situation, the Student Teacher may lose access to their assigned Mentor Teacher, and would need to find a reliable Mentor on their own. A continued relationship with the WSU University Supervisor and the Clinical Experience Coordinator will be provided to ensure all requirements for evaluation, graduation, and licensure have been met.

In addition, Student Teachers who are participating in a conditional hire (e.g., emergency hire, long-term substitute) program, who are receiving pay from a school district, are considered employees of the district. Therefore, their participation in employment matters on either side of a labor dispute, work stoppage, or concerted activities as private citizens is left to their own discretion. University personnel cannot become involved in school district matters.

Weber State University Student Teacher candidates may be placed on a conditional hire basis according to their ability to meet the requirements as set forth by WSU Department of Teacher Education for licensure of student teachers. The following provisions must be met for conditional hire:

1. The teacher candidate understands and agrees to complete the full requirements as per the district agreement with USBE. All teacher candidates will register for 8 credit hours of student teaching and will not be awarded a grade until completion of the requirement of the school district with USBE.
2. A school district Human Resources administrator contacts the WSU Clinical Experience Coordinator to determine if a quality teacher candidate exists who has a strong potential for success in the conditional hire position. A quality teacher candidate is one who: a) has the recommendation of the Clinical Experience Coordinator, Practicum Supervisor, Content Supervisor for secondary students, and one or more Education instructors; and b) is able to complete all requirements for graduation and/or licensure within 12 months from the date of conditional hire. If a qualified candidate has been determined, both the Clinical Experience Coordinator and the District Human Resources administrator will contact the

candidate. The Clinical Experience Coordinator and the District Human Resources personnel will brief the candidate as to the expected challenges and responsibilities regarding a conditional hiring. The candidate will accept or decline to participate in a conditional hiring position.

3. The District Human Resources personnel and the Clinical Experience Coordinator will devise a plan to ensure the completion of WSU Department of Teacher Education requirements for student teaching. The district agrees to provide substitutes as needed to ensure the candidate can attend required classes at WSU.
4. The school district will create and follow a mentoring plan which will involve teacher leaders on both school and district levels to help ensure the candidate's success.
5. The University and the school Principal will supervise the teacher candidate during the conditional hiring position.
6. The teacher candidate assumes the responsibility of working with the district personnel and the WSU Teacher Education Advisement Center. The WSU Teacher Education Advisement Coordinator will meet with the teacher candidate to determine what, if any, additional requirements for WSU graduation need to be completed. The Advisement Coordinator will issue a deficiency statement (*see attached deficiency statement*) to the candidate providing details of any additional requirements. Upon successful completion of all requirements, the WSU Teacher Education Licensure Specialist will recommend that the candidate receive a teacher licensure through USBE.

WSU does NOT recommend Student Teachers obtain career placement while participating in the student teaching experience. It is not in the best interest of the student to over extend themselves with employment while student teaching. However, should a student decide to pursue placement the following advantages and disadvantages should be carefully considered:

Advantages	Disadvantages
You get paid!	The pay is not as much as if you have a professional license.
	This is a provisional hire so there is no job security. You might not be offered a teaching position for the following school year.
	You won't have the support of the co-teaching model with a Mentor Teacher.
	You need to be sure the school will provide a Mentor Teacher and other Supervision. (This doesn't always happen.)
	You still need to find time to finish any coursework left including PPAT and licensure.

	<p>You will need to prepare all the materials and lesson plans on your own. This could potentially take evenings and weekends, and will be in addition to any of your own coursework you might have.</p> <p>In many cases, you will not have access to the lesson plans readily available from the Mentor Teacher you are co-teaching with.</p>
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Chapter 7

PPAT Information

Student Teacher candidates are expected to comply with Utah State Board of Education requirements for performance assessment. Weber State University uses the Praxis Performance Assessment for Teachers (PPAT) as a criterion for licensure recommendations. Student Teachers are required to register for the PPAT® Assessment and be informed of the requirements. Please review the *PPAT® Assessment Handbook* and become familiar with the requirements including the required permission slip forms. See the ETS website for additional information: <https://www.ets.org/ppat.html>

Student Teachers will complete the PPAT **during** student teaching placement. This means that student teachers will be: (a) creating and implementing lesson plans and assessment tools, (b) implementing research-based instructional strategies, (c) collecting classroom artifacts, and (d) recording a video of your teaching.

Student Teachers will be required to complete 4 tasks throughout the student teaching experience based on teaching experiences with K–12 students in the classes where they are teaching. Student Teacher candidates will write descriptive, analytical, and reflective commentaries about their ability to positively impact student learning. It is vital that Student Teachers use artifacts from their teaching placement as evidence to support their analyses.

Student Teachers should not plan to work on PPAT items during the prep or planning periods of the Mentor Teacher. The prep and/or planning time should be used to collaborate with the Mentor Teacher on how best to implement lesson plans and teaching strategies.

Students may obtain financial help to pay for the PPAT® Assessment fee.

Brief Description of PPAT Tasks		
Task	Assignment	Artifacts Needed
<u>Task 1: Knowledge of Students and the Learning Environment</u>	<u>Written commentary (7 pages)</u> 1. Describes factors and resources that influence student learning. 2. Identifies and understands classroom norms, protocols and agreements. 3. Demonstrates knowledge of each student’s academic and nonacademic strengths and interests. 4. Identify 2 Focus Students with different backgrounds and needs.	<ul style="list-style-type: none"> • Contextual Factors Chart (max 3 pages) • Instructional and Support Resources Chart (max 3 pages) • Getting to Know Your Students document (max 2 pages) • Communication with Students’ Families document (max 1 page)
<u>Task 2: Assessment and Data Collection to Measure and Inform Student Learning</u>	<u>Written commentary (7 pages)</u> 1. Demonstrates knowledge of appropriate assessment tools that will meet student needs and learning goals. 2. Demonstrates ability to administer the assessment and collect, record, and analyze	<u>Representative Pages of:</u> <ul style="list-style-type: none"> • Selected assessment (max 2 pages) • Baseline data of whole class (max 2 pages) • Rubric/scoring guide (max 1 page)

	<p>the data, including baseline data for the whole class and the two focus students.</p> <p>3. Identifies how results will inform future instructional decisions.</p>	<ul style="list-style-type: none"> • Baseline data of focus students 1 & 2 (max 1 page for each focus student) • Graphic representation of collected data (max 2 pages)
<p><u>Task 3: Designing Instruction for Student Learning</u></p>	<p><u>Written commentary (8 pages)</u></p> <ol style="list-style-type: none"> 1. Demonstrates ability to develop an effective lesson plan that facilitates student learning using standards- based instruction. 2. Demonstrates ability to differentiate instruction for individual students. 3. Demonstrates ability to analyze a lesson and evidence of student learning. 4. Identifies components of the lesson that need improvement. 	<p><u>Representative Pages of:</u></p> <ul style="list-style-type: none"> • Lesson plan for whole class (including use of technology) (max 2 pages) • Differentiated lesson plan for Focus Students 1 & 2 (max 1 page for each focus student) <p><u>Work Samples from:</u></p> <ul style="list-style-type: none"> • Any class member other than the Focus Students (max 1 page) • Focus Students 1 & 2 (max 1 page for each focus student)
<p><u>Task 4: Implementing and Analyzing Instruction to Promote Student Learning</u></p>	<p><u>Written commentary (9 pages)</u></p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of an effective lesson plan that facilitates student learning and the ability to adjust instruction for the whole class and individual students. 2. Demonstrates ability to implement the lesson plan, interact with students, and analyze practice. 3. Analyzes the effectiveness of lesson for the class and the Focus Students. 4. Includes 15 minutes of video. 	<ul style="list-style-type: none"> • Representative pages of a standards- based lesson plan (max 2 pages) • Baseline data for the whole class (max 2 pages) • Baseline data specific to Focus Students 1 & 2 (max 1 page for each focus student) • Work samples from Focus Students 1 & 2 (max 1 page for each focus student) • 15-minute video