

UNIVERSITY *of*
DUBUQUE

TEACHER EDUCATION

**STUDENT TEACHER
HANDBOOK 2012-2013**

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Introduction

The Student Teacher Handbook, 2012-2013, is the guiding document for the professional semester of the Teacher Education Program of the Education Department at the University of Dubuque. The student teaching experience is the most significant part of the Teacher Education Program, and serves as the capstone event. Close cooperation between the student teacher, the University supervisor, and the classroom teacher is essential. This handbook delineates the expectations for the student teacher, the University Supervisor, and the classroom Cooperating Teacher, in addition to the requirements and policies of the student teaching semester.

The goal of the UD Teacher Education Program is to provide a culminating experience that addresses all aspects of teaching and an opportunity for student teachers to hone their ability to become “qualified, caring, and effective” teachers through on-going feedback, reflection, and continued learning as they experience the numerous activities involved in the teaching day. The student teaching experience is organized around the Program Goals, based on the INTASC Principles, and the Iowa Standards and is structured to cover each of the domains of teaching (Charlotte Danielson, 1996), and enhance development in the knowledge, skills and dispositions in the art of teaching.

Comments and inquiries regarding student teaching expectations and requirements should be directed to Dr. Julie Phillips, Director of Clinical Experiences, at the University of Dubuque, 2000 University Ave., Dubuque, IA 52001, or by phone at (563) 589-3579, or e-mail jphillips@dbq.edu.

Mission Statement

The Mission of the University of Dubuque:

As a community, the University practices its Christian faith by educating students and pursuing excellence in scholarship. Therefore, the University of Dubuque is committed to:

- The Presbyterian tradition;
- Excellence in academic inquiry and professional preparation;
- Relationships which encourage intellectual, spiritual, and moral development;
- Community where diversity is appreciated and Christian love is practiced;
- Stewardship of all God's human and natural resources;
- Zeal for life-long learning and service.

The Mission of the Teacher Education Department

The mission of the Teacher Education Department is to prepare qualified, caring, and effective teachers.

The University of Dubuque does not unlawfully discriminate on the basis of race, color, national origin, gender, sexual orientation, handicap/disability, or age.

THE TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF DUBUQUE

Teaching endorsement program options include:

- Elementary Education, K-6; (Endorsement 102)
- Reading, K-8; (Endorsement 148)
- Instructional Strategist I: Mild & Moderate, K-8; (Endorsement 260)
- Early Childhood, Pre K-Kdg. (Endorsement 103)
- Science, K-8; (Endorsement 150)
- English/Language Arts, K-8; (Endorsement 119)
- Social Sciences K-8; (Endorsement 164)
- Math, K-8; (Endorsement 142)
- English/Language Arts, 5-12; (Endorsement 120)
- Biology, 5-12; (Endorsement 151)
- General Science, 5-12; (Endorsement 154)
- Chemistry, 5-12; (Endorsement 152)
- Math, 5-12; (Endorsement 143)
- Physical Education, K-12; (Endorsement 146 and 147)
- Health Education, K-12; (Endorsement 137 and 138)
- Instructional Strategist I: Mild & Moderate, 5-12;(Endorsement 261)
- Middle School; and (Endorsement 1821-1824)
- Coaching, K-12; (Endorsement 101)

Majors in elementary education receive a reading endorsement and may add additional endorsements; secondary programs require a teaching major in a subject area. All students who complete the University of Dubuque's Teacher Education Program are eligible to apply for an Iowa Initial Teacher License. Teaching Licensure is governed by the State of Iowa regulations. When changes occur, the requirements mandated by the State of Iowa Department of Education take precedence over a published college catalog.

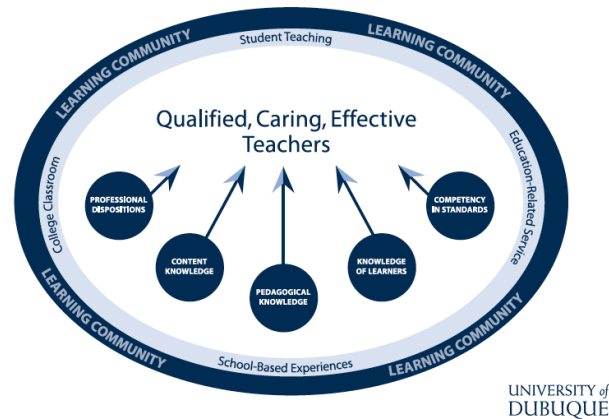
CONCEPTUAL FRAMEWORK

To meet the mission of the Teacher Education Program to prepare qualified, caring, and effective teachers, a foundation was developed that is based on five components:

1. Professional Dispositions
2. Content Knowledge
3. Pedagogical Knowledge
4. Knowledge of Learners
5. Competency in Standards

Synchronized together these five components provide the conceptual framework for the program. The framework takes into account that learning to teach effectively occurs within professional learning communities found in the college classroom, school-based settings, and in student teaching. Our program also integrates education-related service to the learning community experience, thus supporting the unique mission of the University.

Conceptual Framework



1. *Professional dispositions* are guided by the Iowa Code of Ethics to ensure that our teacher candidates are morally fit, ethically centered individuals who reflect upon and critically examine their teaching practices regularly. Adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.
2. *Content knowledge* is defined as a thorough understanding of the content required to teach a lesson or unit of study. The University's liberal arts focus and its core curriculum, in conjunction with the teacher education required curriculum which includes secondary subject content courses, provide a solid foundation of general education courses to successfully equip our practitioner candidates with a breadth of content knowledge.
3. *Pedagogical knowledge* includes the general principles of teaching and an understanding of instruction and classroom management. The program's professional education and content core courses provide the knowledge of effective strategies and techniques to engage all students in learning. These courses focus on delivering meaningful lessons, providing feedback, gathering formative and summative assessment, and creating classroom environments that encourage students to learn.
4. *Knowledge of learners* means that the practitioner candidate understands theories of development and how students learn. This includes adapting teaching strategies to different learning styles and planning differentiated instruction for diverse learners with cultural or language differences and other exceptionalities.
5. UD's practitioner candidates must demonstrate *competency* in the program goals, which are aligned with INTASC standards, the Iowa state core, and Iowa licensing standards.

Successfully completing the Teacher Education Program prepares our practitioner candidates to be qualified, caring, and effective teachers. Program graduates who have met satisfactory levels of teaching competence and have demonstrated professional dispositions are then ready to begin the formal process required by the state to be licensed as a professional teacher.

Department Goals

The Teacher Education Program seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) Principles, The Iowa Standards for Teacher Preparation and *Professional Practice: A Framework for Teaching* (Danielson, 1996) the Teacher Education Program has established the following learning outcomes/goals, which are introduced to students in EDU 100 Introduction to Education and assessed throughout the Teacher Education Program.

Goal 1: The pre-service teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and can create learning experiences to make the subject meaningful to students.

Goal 2: The pre-service teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Goal 3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Goal 4: The pre-service teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Goal 5: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Goal 6: The pre-service teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Goal 7: The pre-service teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Goal 8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Goal 9: The pre-service teacher is a reflective practitioner who continually evaluates the effects of his/her choices and action on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Goal 10: The pre-service teacher fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Goal 11: The pre-service teacher utilizes technology related to teaching.

Goal 12: The pre-service teacher displays professional dispositions and ethical behaviors of good character at all times; in the UD classroom, in the K-12 classroom, and within the community.

ROLES AND RESPONSIBILITIES

Student Teacher

The Student Teaching semester is the most important phase of a Teacher Candidate's professional preparation. This experience is a time for learning, experimentation and practice. It also serves to strengthen the student teacher's teaching skills, professional dispositions and understanding how to impact student learning. All student teachers want a rewarding experience. This occurs when the student teacher adheres to the following responsibilities:

- Remember you are a guest of the school. Observe and learn from the cooperating teacher.
- Adhere to policies, regulations, and philosophy of the school and the cooperating school system to which you are assigned. Demonstrate respect for existing classroom policy and be courteous and cooperative at all times. Failure to do so may result in removal from the assignment.
- Assume a fully *professional* attitude. Dress, act, and look professional. Maintain a professional demeanor in terms of attire, actions, and language. Avoid negative and judgmental discussions about students and teachers. In regular elementary and secondary classroom settings, professional attire is required. Professional attire for men includes wearing an appropriate shirt and tie; for women, slacks or loose fitting skirts. Midriff or tank tops, tight sweaters, revealing necklines, and mid-thigh skirts are not acceptable attire for women. No jeans or T-shirts should be worn by men or women, and all tattoos should be completely covered. Polo shirts with UD or UD Teacher Education logos may be worn in classroom settings with khakis, dress pants/skirts. In physical education settings, professional attire includes overall neat appearance, polo shirts or sweatshirts, and appropriate T-shirts.
- Respect confidentiality.
- Attend all faculty in-service, and department meetings and other school events – both within and outside school hours – unless specifically excused or asked not to attend. *Place duties and responsibilities ahead of personal desires.*
- Be punctual, courteous and dependable. Without exception, notify the cooperating teacher and the University supervisor and Susie Scott, Department Secretary, if an absence from school is unavoidable. Lesson plans must be ready for the cooperating teacher even if you are ill.
- Assume all the instructional and supervisory (playground, corridors, lunchroom, buses, school events, etc) with the cooperating teacher but not in lieu of the cooperating teacher.
- Follow the calendar of the cooperating school not the UD calendar. The student teacher is expected to participate in any duty assigned to the cooperating teacher and adhere to the arrival and departure times of the cooperating teacher.
- Adhere to University policy. Complete all placement and course requirements.
- Volunteer to help with classroom duties. Do not wait to be asked!
- Display enthusiasm and interest in all phases of the teaching experience.

- Demonstrate responsibility in accepting and completing assigned tasks.
- Accept constructive criticism. Learn to ask for specific feedback. Engage in regular self-appraisal.
- Take initiative in seeking help and feedback from your cooperating teacher. Ask questions when clarification is needed and admit mistakes when they arise.
- Plan adequately for all daily/weekly/monthly lessons. Submit complete/detailed lesson plans and unit plans to the cooperating teacher prior to teaching a lesson. Keep a folder of all lesson plans in the classroom and make them available for review by the University supervisor at each visit. Prepare and teach a three week unit.
- Become familiar with the Iowa Teaching standards. Participate in a mock interview conducted by the cooperating teacher (or designee).
- Learn to communicate with parents through parent-teacher conferences, after school meetings, and phone calls. Participate actively in parent-teacher conferences.
- Understand that the student teaching semester is meant to be a learning experience and therefore, you must be willing to take risks and attempt a variety of teaching techniques in an effort to discover your personal style of teaching.
- Recognize that student teaching requires a considerable amount of energy, effort, and time. Commit the necessary time to make the student teaching experience as effective as possible. Refrain from additional outside activities while student teaching as they may negatively impact this experience.
- Participate in the final conference, which is a review of your strengths and areas for improvement based on your competency in the Program Goals, with the cooperating teacher, University supervisor, and, in special instances, the Director of Student Teaching.
- Develop skills in reflective self-assessment through written journal entries, conversations with the cooperating teacher and University supervisor and by actively participating in professional opportunities provided by the school, cooperating district or the University.

Cooperating Teacher

The role of the Cooperating Teacher is one of great challenge. They are the individuals who work most closely with the student teachers and may have a greater impact on a student teacher's performance and personal development than any other person. They serve as the initial, direct mentor of the student teacher, a role model who passes on the "tools of the trade" and often an indirect influence throughout a student teacher's future professional career. The following responsibilities are suggested for a successful experience with a student teacher:

- Become acquainted with the background of your student teacher and establish a mutually supportive relationship. Having a student teacher will be stressful and, at times, frightening. Your willingness to adapt and relinquish some of the control of your classes is an essential component in creating a successful experience for you and your student teacher.
- Give your student teacher a desk, or other personal workspace to call his/her own. This allows the student to establish him/herself as a professional in the classroom.
- Orient your student teacher to your building, classroom and school policies during the first few days. Introduce him/her to key people, including secretaries, cooks, and custodians as a co-worker.
- Think through your own personal expectations, rules and limits. Communicate this information to your student teacher.
- Provide a guide which includes the following areas: classroom regulations, classroom organization, management strategies, teaching strategies, and record keeping.
- Discuss with the student teacher the schedule of teaching assignments and responsibilities for the entire student teaching period. Be specific with directions, expectations and dates. Cooperatively plan the student teachers' daily activities and responsibilities early enough so there is adequate time for preparation.
- Provide opportunities for the student teacher to observe effective teaching and see the cooperating teacher in action. This modeling assists the student teacher in improving preparations and implementation.
- Review teaching plans with the student teacher before lessons are taught.
- Make careful evaluations of the instruction and offer constructive suggestions after the student teacher has become comfortable with the class and has begun to teach one subject and/or class period. This should be done as soon after the teacher as possible. Provide time to conference together each day.
- Arrange for daily, or regularly scheduled feedback (oral and written) to your student teacher, focusing on the student's attention to specific components of teaching. Use student work and lesson plans as a basis for discussion about effective teaching. Keep dated record of discussions and suggestions offered if problems arise.
- Work diligently and cooperatively to improve the student teacher's skills in classroom management. The student teacher needs to have a good command of this aspect when full responsibilities are assumed. Try not to "take away" the control and direction of the class when a student teacher is in the full teaching role, except in an emergency. Be friendly, helpful, supportive, understanding and HONEST with the student teacher.

- Maintain open and frequent communication with your student teacher's University supervisor. In this way, everyone involved can take a proactive approach and provide the most supportive framework for the student teacher.
- Complete and submit all assessment forms to the University Supervisor or Director of Student Teaching, as required. Collaborate with the University supervisor in the ongoing evaluation of the student teacher. Alert the University supervisor to any concerns or circumstances threatening the successful completion of the student teaching assignment as soon as you become aware of them.
- Include the student teacher in faculty/staff workshops, in-service sessions, and committee work, and parent teacher conferences. Help the student teacher understand how the members of the school work together. Make the student teacher aware of agencies or resources outside the school. Encourage the student teacher to observe and consult with other effective teachers on staff. Observe the ability of the student teacher to work with other people in the school.
- Ensure that the student teacher has responsibility for instruction and classroom management only under the supervision of a licensed teacher. The cooperating teacher need not be in the room at all times, but the student teacher must not work under another student teacher, aide, or assistant.
- Provide your student teacher with full responsibility for the classroom for a **minimum of 8 weeks or more** in a 16 week experience and **4 weeks** or more during an 8 week placement during the student teaching experience. During this time the student teacher should be responsible for all planning. There are some cases (i.e., AP courses) in which this time creates a good opportunity to co-teach. It should, however, be the student teacher as the lead teacher.
- Encourage your student teacher to observe other teachers in your building during their experience to build a repertoire of teaching ideas/techniques for future use.
- Keep your student teacher active in the teaching process during the last week of their assignment.
- Conduct a mock evaluation of the student teacher on the Iowa Teaching Standards. Use the form "Mock Evaluation of Student Teachers on the Iowa Teaching Standards". Note: this requirement was mandated by the Iowa Legislature in 2003. Submit the verification form on the mock interview to the University supervisor at the final conference.
- Write a letter of recommendation if the student teacher requests one.
- ***Complete the final evaluation rubric and submit it to the University supervisor at the time of the final conference. Discuss final grade recommendations with the university supervisor prior to the final conference.*** Participate in the final conference with the student teacher and University supervisor.

University Supervisor

The University supervisor is the University of Dubuque's representative who is available to the student teacher for guidance, instruction, and support. The University supervisor also serves as the cooperating liaison when needing additional advice, support, or guidance for student teachers who are in need of intervention. The following are the University supervisor's responsibilities:

- Become acquainted with the background of your student teacher(s). Establish the operational procedures to be followed during the student teaching experience.
- Introduce yourself to the principal of the school in which your student(s) are teaching.
- Meet with the cooperating teacher and student teacher by the end of the first week of the semester to:
 - provide an overview of the supervisor process
 - describe evaluation procedures
 - discuss responsibilities of the cooperating teacher and student teacher
 - respond to concerns/questions
 - inform the cooperating teacher of due dates for any reports, conferences and evaluations
- Visit the student teacher at the teaching site, using a mixture of scheduled and unscheduled visits, every two weeks whether it is an eight or sixteen week placement. During these visits you will:
 - observe the student teacher in action for a minimum of 45 minutes
 - examine and critique lesson plans
 - review lesson plan folder/notebook at every visit to verify that the student teacher is planning and preparing for all lessons that are taught
 - provide concrete pedagogical recommendations
 - collaborate with the cooperating teacher on the progress of the student
 - develop formative and summative evaluations
 - conference with the student teacher and the cooperating teacher at each visit and provide written feedback concerning progress/issues/recommendations
- Write a visitation report after each observation reporting on the strengths and/or weaknesses of the student teacher and submit to the Director of Student Teaching along with the lesson plan of the observed lesson.
- Keep a log of all visits and lessons observed.
- Schedule and conduct meetings with the cooperating teacher and the student teacher present to discuss and implement the mid-assignment evaluation and/or final evaluation.
- Inform the Director of Student Teaching of any student who may be in danger of not completing the professional semester with a "C" or better, and collaborate with the Director and Department Head to develop a plan of assistance for that student.
- Review the student teacher's weekly schedule and lesson plans. Help students reflect on their progress. Preview the overall performance of the student teacher and take appropriate and timely action, if necessary, for remediation.

- Schedule three way conferences with the student teacher and the cooperating teacher when appropriate
- Document all student absences.
- Serve as a resource person for the cooperating teacher, as well as the student teacher.
- ***Complete the final evaluation rubric for each student teacher*** and submit it to the Director of Student Teaching along with your log of visitations and other documentation at the end of the semester.
- Assign the final grade for the student teacher using input from cooperating teacher. Lead the final evaluation conference. ***Collect and submit the final student teaching rubric from the cooperating to the Director of Student Teaching.***
- Write a letter of recommendation for the student teacher, if requested.

STUDENT TEACHING POLICY AND PROCEDURES

Placement Procedures

The University of Dubuque Teacher Education Program places teacher candidates in classroom settings for a sixteen-week experience in the Dubuque Community School District and other school districts located within a 25-30 mile radius of Dubuque. This policy ensures that student teachers: 1) meet the competencies of the program; and 2) participate fully in the Senior Seminar which is a required part of the student teaching semester. Assignments are made to meet necessary licensure requirements. A student teacher candidate may suggest choices for grade-level and school settings but there is no guarantee that the request can be met.

The Field Placement Coordinator requests placements for student teachers in Dubuque and partner districts within 25-30 miles of Dubuque. Not all student teachers can be placed in the Dubuque School District; therefore, some student teachers will be placed in other area districts. The student teacher candidate **should not contact** schools for a student teaching placement. Sometimes a cooperating teacher may request a specific student teacher because of a previous field experience in a particular classroom, but that request cannot be honored by the Dubuque School District unless it is requested through the proper channels. Changes in placements will not be made unless extenuating circumstances develop. All changes must be approved by the Director of Student Teaching.

Aldine Setting

The University of Dubuque Teacher Education Program currently has one approved site for student teaching outside of the above established area: the Aldine School District in Houston, TX. We have established an alliance with that school district and have qualified University supervisors trained in the competencies required for our program. Teacher candidates who elect to student teach in Aldine must meet all the requirements of the UD Senior Seminar in addition to the Aldine student teaching seminar. Student teachers must return to the University of Dubuque following their student teaching in Aldine and participate in the final requirements for licensure.

Out of Area Placements

Distant placements other than with the Aldine School District are an exception, not the rule!

Exceptions to the current student teaching placement policy are granted on an individual basis. No more than 15% of the candidates approved for student teaching in any given year will be granted an exception to the policy. **All expenses incurred for a special student teaching assignment will be paid by the student.**

Criteria for Request to Student Teach Outside the 25-30 mile Radius of Dubuque

1. A statement requesting permission to student teach outside of the area must be received by March 1 prior to your student teaching year
2. A detailed rationale for the request that includes a plan for completing EDU 495, Senior Seminar
3. Evidence of demonstrated competency in a methods class and practicum; evaluations and dispositions from the cooperating teacher and course instructor
4. 3.25 GPA
5. Recommendation from your advisor
6. Interview with the Director of Student Teaching

All requests are subject to the following:

- Approval by the Director of Student Teaching and the Education Department Head.
- Availability of locating a qualified University supervisor and a cooperating teacher in the requested area.
- Ability of the candidate to pay all extra costs for the placement. Expenses for training of the University supervisor at the site or the mileage costs of a University supervisor to come to the setting (8 visits) and any additional salary for a University supervisor.

Teaching Time

The student teaching assignment is a developmental experience in which the student teacher spends time transitioning into the total teaching experience. This process includes a variety of teaching activities including individual tutoring, small group instruction, team teaching, and planning with the cooperating teacher. The student teaching experience can be divided into three main areas: observation, participation and teaching. Although there are guidelines for when a student teacher should begin teaching to the whole group of students, the timeline will vary based on the setting and the student teacher. Student teachers should first observe the classroom setting: organization, students, elements that affect the class disposition and the teaching process before transitioning into the participation phase. After spending some time in the participation phase, a gradual shift to participation/teaching should occur. As students are ready, they move completely into the teaching area. During the teaching phase the student teacher should be responsible for all planning. There are some cases (i.e., AP courses) in which this time creates a good opportunity to co-teach. It should, however, be the student teacher as the lead teacher.

A minimum of 80% of time in each placement is spent in some kind of teaching capacity. For at least 40-60% of the student teaching assignment, the student teacher is expected to assume full-time responsibility.

Responsibility for the Classroom

The cooperating teacher is a licensed teacher with an endorsement at the grade level or content area to which the student teacher is assigned. The cooperating teacher has full responsibility for students in his/her classroom. The student teacher assumes that responsibility only under the supervision of the cooperating teacher. The Iowa Code does not permit student teachers the authority to control student conduct in unsupervised situations. The student teacher is not licensed and, therefore, is not to be utilized as a substitute teacher during the student teaching assignment. If the absence of the cooperating teacher occurs at a later time in the student teaching experience, the student teacher could assume more responsibility for teaching but under the supervision of a substitute teacher.

Attendance Policy

Student teaching is a full-time experience. The student teacher is expected to maintain, at a minimum, the working hours specified by the local school district or agency for the cooperating teacher to which he/she has been assigned. Student teachers should not leave the building before the normal teacher dismissal time or come later than the cooperating teacher. Throughout the entire student teaching semester, you are to be punctual and regular in attendance throughout the student teaching experience.

Calendar

As a student teacher, you will follow the local school district calendar and not the University of Dubuque's schedule for classes. Each student teacher is expected to participate in all pre-service and in-

service workshops and activities, evening events and other required duties while working at the school site. The student teacher's experiences should mirror those of the cooperating teacher as closely as possible. Seminars, mock interviews and job interviews are the only acceptable reason for not participating in such school-related activity.

Absences

The student teacher is to be present in the assigned classroom for the entire school day except when emergencies arise. Student teachers are a part of the University of Dubuque academic program, the student teacher is to be present in the assigned classroom for the entire school day each day, except when emergencies arise. The presence and performance must be monitored by both the cooperating teacher and the college supervisor.

The student teacher is allowed a maximum of *two days* of excused absences during the student teaching semester. The leave of absence form must be completed any time student teachers are absent from the student teaching classroom. All days (planned or unplanned) missed beyond the two day limit will be made up by extending the length of the student teaching assignment by the number of days missed over the two day limit. If a student teacher is absent more than two days and does not make up the days or has several early afternoon departures or tardy several times, the student teaching assignment will be extended by an amount set by the Director of Clinical Experiences or by the Head of the Education Department. Student teaching will also be extended in the event that your cooperating school is cancelled more than three days during your student teaching assignment. Excessive absences or failure to maintain the minimum working hours could result in termination of the student teaching assignment.

Unplanned Absence

If, due to an illness or emergency situation, a student teacher cannot be present, the student teacher must contact the following as early as possible before the beginning of the school day: the cooperating teacher, the University supervisor and the Teacher Education office (589-3232). The student teacher will provide copies of the assignments and plans for each day's classes to the cooperating teacher if an absence occurs. If an illness or emergency situation results in more than three days' absence, the University supervisor, the Cooperating Teacher and the Director of Clinical Experiences will arrange for an extended assignment for the student teacher.

Planned Absence

Any request to be absent from one's teaching duties in favor of some other activity, which is professionally justifiable, requires the prior consent of the cooperating teacher and the University supervisor. All requests for a planned absence must be in writing, using the Leave of Absence Form, signed by the cooperating teacher and approved two days prior to the absence by the University supervisor. In the event that the University supervisor is not available, the Director of Clinical Experiences can grant the leave. If the requested absence is longer than one day's duration, the Director of Clinical Experiences must also give prior approval. The student teacher must leave complete lesson plans for all classes he/she is scheduled to teach on the day(s) of the planned absence. All planned absences are counted towards the two day maximum of days missed in the semester.

Employment and Extra-Curricular Activities During Student Teaching

Because of the importance and the intensity of the student teaching experience, The University of Dubuque discourages a student teacher candidate from working and participating in sports or extra-

curricular activities during this term. However, this may not be possible for all students. Student teachers must limit their hours of employment and requested to schedule work hours on only one day of the weekend. Notification of all outside employment and participation in activities must be submitted to the Teacher Education Department prior to student teaching. If the hours of employment or participation in a sport during student teaching interfere with the student teacher's preparation and performance, the student teaching placement may be terminated. Iowa law prohibits student teachers from coaching during their placement.

Substitute Teaching

Until receiving a baccalaureate degree and an appropriate licensure, a student teacher is not qualified or allowed to serve as a substitute teacher. Student teachers should not assume the role of a substitute teacher as the health, safety, and general welfare of the P-12 students are the legal responsibility of the cooperating teacher.

STUDENT TEACHER WRITTEN REQUIREMENTS

Lesson Plans

Student teachers are required to write complete lesson plans for every lesson taught using the University of Dubuque' lesson plan format. Notes in a planning guide are not acceptable! Student teacher's lesson plans should be submitted to the cooperating teacher at least one day in advance or as agreed upon before the teaching of the lesson or unit. Any questions or problems should be addressed at that time. A student teacher's weekly lesson plans should be discussed and critiqued with the cooperating teacher prior to the week of instruction. The student will be responsible for maintaining a lesson plan notebook in the classroom, accessible to the University supervisor at every visit, who will review all lesson plans taught between visits, in addition to expecting a detailed lesson plan for the observation. If lesson plans are not present when the University Supervisor visits the classroom, the Director of Clinical Experiences will be notified and appropriate action taken. It is suggested that the lesson plans be stored electronically on the student teachers UD account or a flash drive for easy accessibility.

Unit

Student teachers must develop and teach a three week unit of their own design that follows the curriculum of the cooperating teacher's school district. Students must demonstrate through this unit their competency in the program goals specifically: knowledge of content, student learning, diversity of learners, instructional strategies, planning, and assessment. In addition, evidence of student learning that occurred as a result of teaching the unit must be collected and turned in along with the unit plan at the end of the semester. Detailed lesson plans are a required part of the unit. Units will be submitted to the Director of Student Teaching after the unit is completed with evidence of formative and summative assessment results from teaching.

Student teachers need to take the initiative in becoming familiar with the long term goals, objectives and plans for the courses and subject matter they teach. When planning for longer units of instruction (unit or chapter planning), the student teacher must be able to clearly integrate the unit and chapter goals with the course goals and objectives.

Reflective Journal

Student teachers are required to keep a journal during their student teaching experience. The journal should **not** be a summary of the day's activities, but rather a reflection of your daily experiences. Student teachers will be given specific prompts to respond during specified weeks. Journals will be submitted to Director of Clinical Experiences electronically through LiveText or another electronic system and by email to the University supervisor. The format and requirement will be given at the beginning of the student teaching semester.

Videotape Analysis and Reflection of Teaching

A minimum of twice during the student teaching semester, student teachers will video-tape a 30-45 minute segment of teaching that includes transition into a new lesson. Those student teachers with two eight week assignments should videotape a lesson during the fifth or sixth week of each assignment. Those student teachers with a 16 week assignment should video-tape their teaching at two points: the sixth or seventh week and again at the 13th or 14th week. Student Teachers are to view the tape at least twice and complete the analysis form. The analysis form is to be submitted to the Director of Clinical Experiences one week after the taping session. Student teachers are responsible to make arrangements with Susie Scott, Education Administrative Assistant, to check out a camera for video taping of their teaching at least one week in advance. Rules for using the Department cameras must be adhered to. The Director of Clinical Experiences may at any time request a video tape for review.

Portfolio

During the 9th week of the student teaching experience, teacher candidates are required to submit electronically the student teaching section of their portfolio. This section of the portfolio must include only artifacts from student teaching with a defense statement for each of the program goals/standards, 1-11. The Portfolio at this stage becomes more of a Work Sample. Note that Program Goal 5, in addition to showing competency in classroom environment, requires documentation of a behavior management case study including data. Program Goal 8 also will require documentation of data and analysis used for formative assessment for instruction. Program Goal 12 is assessed through the Disposition Evaluation by cooperating teacher and University supervisor. Student Teachers must demonstrate competency in each of the program goals at a met level or above to be recommended for licensure by the University of Dubuque Licensure Officer.

STUDENT TEACHING EVALUATION

The purpose of evaluation is to provide concrete feedback to the student teacher on their performance at different stages of the experience. It is important that the cooperating teacher, the University supervisor, and the student teacher actively participate in the ongoing evaluation process. Evaluation will involve formal and informal observation of the student teacher by both the cooperating teacher and University supervisor, conferencing with the student teacher and the cooperating teacher by the University supervisor at each visit, three way conferencing meetings with the cooperating teacher, student teacher and University supervisor at mid-term and final evaluation and completion of formal evaluation reports.

Assessment Criteria

It is important that evaluations occur at regular time intervals. The evaluation scale will indicate a student's teacher performance and personal attributes (dispositions) essential to the teacher preparation program at the University of Dubuque. Progress should be based on observation and other data

collection procedures. The rating system should focus on the positive but needs to be a system that will encourage growth and development to the student teachers to the beginning teacher level.

A five point rating system on the progress reports and final evaluation guides the assessment of student teachers. The system is designed to assess the level of competency that the student teacher is performing at different stages of the student teaching experience and provide accurate information on the progress of the student teacher.

5 Rating: Exemplary The student teacher is demonstrating application of the knowledge base of the standard at a consistently high performance rate shows strong attributes of accomplished practice for a given standard and is highly motivated and enthusiastic.

4 Rating: Outstanding The student teacher demonstrates application of the components at a high standard most of the time; shows some attributes of accomplished practice and is motivated to improve practice

3 Rating: Adequate The student teacher demonstrates satisfactory application of the knowledge base components of a standard and implementation is generally achieved.

2 Rating: Fundamental The student teacher demonstrates limited application of the knowledge base of the standard and is struggling to achieve satisfactory implementation.

A rating of one would indicate that the student teacher may need intervention in a standard.

1 Rating: Not Met /Unsatisfactory The student teacher may or may not be able or willing to meet the knowledge base required of the standard and implementation is usually deficient. Intervention is needed.

Assessment Procedures

1. All student teacher progress reports should be completed, discussed with the student teacher and given to either the University supervisor or student teacher to turn into the UD Education Department. This procedure should occur approximately every two weeks. Some of the eleven goals/standards may not be appropriately assessed in the first two weeks, therefore a brief progress report will be submitted at that time and thereafter, the Student Teacher Progress Report will be used.
2. Cooperating teachers are required to complete a separate summative evaluation of the student teacher performance – the Student Teacher Final Rubric. This evaluation should reflect progress made over time that is recorded on the biweekly progress reports. This evaluation should be used in the final conference with the student teacher and the University supervisor.
3. In addition to the formative and summative evaluations, conversing with the student teacher frequently will enhance the experience. A successful student teaching experience should prepare a candidate to perform at the level of a beginning teacher. If after having frequent conversations with the student teacher on the level of performance without satisfactory performance, the cooperating teacher needs to contact the University supervisor to develop an intervention plan. If the student teacher is having difficulty, the cooperating teacher needs to work with the University supervisor to develop a plan for improvement which will be monitored by the cooperating teacher, University supervisor and the Director of Clinical Experiences.
4. The University supervisor will observe the student teacher a minimum of every two weeks through the experience. They will submit a progress report to the Director of Clinical Experiences.

5. Cooperating teachers and University supervisors are also responsible to complete the UD Disposition Rubric which evaluates the values, and professional ethics to be become a “qualified, caring and effective” teacher.

Student Teacher Self-Evaluation

The student teacher is responsible for selecting artifacts and writing reflections that demonstrate competency in each of the program goals during the semester. These will be placed in the student teaching section of the program portfolio and submitted electronically.

Student Teacher Impact on Learning in the K-12 Classroom

All student teachers must demonstrate their ability to impact student learning in their assigned classroom to the cooperating teacher and the University supervisor to meet the Iowa requirements in this area. This is an ongoing process throughout the placement through formal and informal measures that are modeled by the cooperating teacher and then acted on by the student teacher. Some form of pre-test (standardized or teacher made test, KWL chart, etc.) and post-test must be administered by the student teacher as part of teaching the required unit. Student data must be collected and analyzed for evaluation purposes. Evidence of assessment that informed teaching must be included in the assessment standard in the student teacher portion of the program portfolio and reviewed by the Director of Clinical Experiences. This will be discussed in a seminar session.

STUDENT TEACHER PERFORMANCE

Unsatisfactory Performance

If, on or before mid-term, the cooperating teacher and University supervisor determine that the student’s performance is unsatisfactory, the Director of Clinical Experiences must be notified. A plan of assistance will be developed by the cooperating teacher, the University supervisor and the Director of Clinical Experiences detailing the areas that need significant improvement and outlining the steps to assist in making that improvement. This plan will be placed in the student teacher’s file. The student teacher will be given a specified period of time, depending on the situation, to implement the assistance plan and demonstrate improvement in the competencies, skills, or dispositions that were in question. If, at the end of that specified time period, no, or insufficient progress is evident, an extension or curtailment of the student teaching assignment will be considered. Failure to comply with the terms of the Assistance Plan will result in a failing grade in student teaching, or removal from the student teaching assignment. Students may be removed from a student teaching placement at the request of the K-12 school principal. The University of Dubuque will comply with the principal request.

When a student teacher is not progressing, the following measures should be tried by the cooperating teacher and University supervisor to aid the student teacher’s performance.

- a. Be sure that the teacher candidate understands the performance expectations of the student teaching experience.
- b. Keep accurate records of specific times of difficulties identify the problem and discuss them with the University supervisor and keep the University supervisor involved in the documentation and monitoring of the student teacher’s performance.
- c. Identify the areas for growth and develop an action plan.
- d. Reduce the teaching load if necessary so the student teacher can focus on the problem area(s).

- e. Increase observation of the student teacher and provide continuous written and verbal feedback that makes specific recommendation for change.
- f. Assist the student teacher in video or audio taping of lessons.
- g. Provide for the principal to observe the student teacher and provide feedback in addition to the cooperating teacher's feedback.

Intervention Process

An intervention may be recommended for a student demonstrating a significant weakness in any area of the goals (standards) of the program at the course level, or in any field, practicum or student teaching experience. Intervention may be recommended by any teacher or professional observing the student's performance. This request must be a written statement of the problem or behavior that needs a specific plan of action or correction for the student to continue in the Teacher Education Program. The student will be notified that the intervention has been requested. The student's advisor or student teacher supervisor (if it occurs during student teaching) will collaborate on a professional development plan. This plan will be placed in the student's file. The advisor or student teacher supervisor will be responsible for follow-up until the outcome is reached or adequate growth has been made or other options are sought.

Extending or Withdrawing a Student from an Assignment During the Student Teaching Placement

When the student teacher is unable or unwilling to demonstrate growth or improvement of performance in the time allotment given in the Assistance Plan, the cooperating teacher, University supervisor, principal, Director of Clinical Experiences, or Head of the Education Department may suggest the removal of the student from the assignment. When the curtailment of the student teaching assignment occurs, the following procedures will be followed:

1. The University supervisor meets with the cooperating teacher, student teacher, and/or principal to articulate clearly the reason for the curtailment of the assignment, and seeks a satisfactory resolution prior to ultimate removal of the student teacher.
2. If a resolution to the problem is not possible, the University supervisor consults with the Director of Clinical Experiences or Department Head to determine if the student should:
 - a) be recommended for an administrative withdrawal from student teaching, or
 - b) receive a grade of C- or lower which would not permit the student to be recommended for licensure
3. All final recommendations for withdrawal from student teaching are articulated in writing by the University supervisor and Director of Clinical Experiences, with a rationale documenting reasons for that withdrawal, and are transmitted to:
 - a) the student teacher
 - b) the Head of Teacher Education
 - c) the student teacher's advisor
 - d) the Vice President for Academic Affairs
4. If a student wishes to appeal the withdrawal decision, the Due Process procedures must be followed (see below.)

STUDENT TEACHER DUE PROCESS POLICY AND PROCEDURES

Policy

A student objecting to any decision made by the Teacher Education Department, including denial of admission to any phase of the Teacher Education program, may appeal the decision to the Teacher Education Appeals Committee.

Procedure

1. The student completes the appeal form (available in the Teacher Education Department office), attaches supporting documentation, and submits it to the Department Head.
2. The letter is then transmitted to the Appeals Committee for review and action. The Department Head schedules a hearing date.
 - a) the student has the right to appear at the hearing
 - b) the student may bring and/or use expert resource persons, e.g., college faculty, staff, or other appropriate professionals, to support the appeal
 - c) Hearing steps:
 - The Department Head will conduct the meeting which will be recorded electronically
 - Student and/or expert witness(es) present evidence
 - Appeals Committee members question and review relevant data with student present
 - Student (and expert witness(es)) are excused from the hearing
 - Appeals Committee deliberates and takes action
 - The Department Head maintains written record of outcome
3. The decision of the Screening Committee is communicated by the Department Head, in writing, to the student and the academic advisor.
4. If the student rejects the decision of the Screening Committee, the student may further appeal the decision to the Associate Dean for Academic Affairs, Gail Hodge, whose decision is final.

The final recommendation in regard to the student's appeal shall be based on grade point requirement, school-based experience evaluations, and effort in the classroom, personal characteristics, and performance in the developing competency in the program goals, professionalism, potential to be effective in a teaching situation, and sound character.

STUDENT TEACHING FINAL GRADE

A final evaluation conference with the student teacher, the cooperating teacher and the University supervisor will be held during the last week of the assignment. Using the student teaching rubric, the areas of strength and areas for improvement will be identified. An Acknowledgement of Final Evaluation Conference will be signed by all three individuals at the final evaluation meeting. A final grade will be given the student teacher based on the level of competencies demonstrated in each of the Program Goals. **Note: an A in student teaching is not a given, it must be earned.** The University of Dubuque supervisor will consult with the cooperating teacher about the final grade prior to the final conference but it is the University supervisor who is ultimately responsible for the assignment of the

final grade. In the event, that there is a question about the final grade, the Director of Clinical Experiences will be consulted and may determine the final grade.

IOWA LICENSURE

To be eligible for an Iowa teaching license, each education student must meet the competency requirements set by the Teacher Education Program and be recommended by the University of Dubuque Licensure Officer. Requirements for licensure include: 1) Cumulative GPA of 2.75 or higher; 2) Grade of C or higher in all required Teacher Education and general education courses; 3) Completion of the University's core curriculum including the additional physical science and a U.S. History or American Government required by the Teacher Education Program with a grade of C or higher in every course; 4) Demonstrated competency in the program goals through the portfolio and student teaching rubric; 5) State of Iowa Application for Licensure and fingerprint cards with the required fees to the Licensure Officer; 6) Pass the required background check; 7) Baccalaureate degree; 8) Recommendation of the Licensure Officer; and 9) Passing Score on Praxis II (if Elementary major.)

Every teacher in Iowa must be licensed to teach. The licensure requirements are set by the Board of Educational Examiners whose members are appointed by the Governor of the state of Iowa.

Types of Licensure

There are three types of teacher license in the state of Iowa: Initial, Standard, and Substitute. Candidates who graduate from the University of Dubuque Teacher Preparation Program are eligible for an Initial or Substitute license.

Initial License

The basic requirements for the initial license are: a) a baccalaureate degree from a regionally accredited institution, b) completion of an approved teacher education program from an accredited college or university, and c) completion of requirements for a teaching endorsement. The Initial License is valid for two years from the date of issuance and may be renewed under prescribed conditions (two years of successful teaching experience based on local evaluation process). This license may only be renewed one time for an additional two-year term.

Substitute License

The requirements for the Substitute license are: a) successful completion of an approved teacher education program, and b) eligible for an initial license or hold or have held a valid, regular license in Iowa or another state. This license is valid for five years and is renewable under prescribed conditions.

Denial of Licensure

The State of Iowa may disqualify an applicant for teacher licensure for any of the following reasons:

1. Applicant has been convicted of child abuse or sexual abuse of a child
2. Applicant has been convicted of a felony or other crimes
3. Applicant's application is fraudulent
4. Applicant's license or certification from another state is suspended or revoked.

The University of Dubuque cannot guarantee that a student will be eligible to receive a teaching license or given a waiting period for licensure if any of these aforementioned circumstances apply.

Teacher Licensure in Other States

Students graduating from the approved Teacher Education Program at the University of Dubuque meet the requirements for teacher licensure only from the state of Iowa. Students who meet Iowa licensure can be licensed in other states by applying to the licensing bureau of that state. Often times, students will receive a provisional license that will allow them to teach full time while completing a given state's requirement.

Steps to Licensure

Student teachers will receive information about licensure procedures from the Licensure Officer during a Senior Seminar session of the term in which they are student teaching. The following steps must be completed for licensure:

1. Complete the licensure applications, fingerprint card and waiver form
2. Complete all sections of the fingerprint card. A fingerprint card is required for the background check for background check. Fingerprinting is available at police stations, local law enforcement agencies in the area using the BOEE fingerprint cards for a small fee or through the BOEE electronic fingerprinting that is available on-site during the student teaching year.
3. Submit a money order to the Education Office payable to the Board of Educational Examiners (BOEE) for the amount indicated on the licensure application by the third week of student teaching. The Iowa Board of Educational Examiners does not accept personal checks.
4. Fingerprint cards and the money order will be submitted to the BOEE within the first month of student teaching to ensure that the background check has been completed. The application for licensure which is approved and signed by the Licensure Officer will not be processed by the BOEE until the background check has been completed.
5. Application will be submitted to the Iowa Board of Educational Examiners after the Licensure Officer receives a transcript from the Registrar's office verifying graduation requirements have been met.

Elementary Education Majors Licensure Requirement: Praxis II Subject Assessment Test

The state of Iowa requires that all elementary education majors completing a state approved preparation program must take a content test, Praxis II, to be recommended for licensure and for completion of the Elementary Program for graduation. This has been mandated by the U.S. Department of Education. This does not apply to secondary or K-12 programs.

All elementary education candidates must take one of the following Praxis II paper based two hour tests and receive a passing score to be eligible for licensure in Iowa.

- Elementary Education: Curriculum, Instruction and Assessment (0011)
State of Iowa qualifying score is 151
- Elementary Education: Content Knowledge (0014)
State of Iowa qualifying score is 142.

Cost of the Praxis II test is the responsibility of the student. The Department recommends that students take the 0011 test unless they are planning on teaching in another state, such as Minnesota or Wisconsin, which requires the 0014.

Refer to the ETS website (www.ets.org/praxis) for test dates. Results from the Praxis II test are mailed approximately four weeks after taking the test. The Education Department must receive notification of a

passing score before it can recommend a candidate for licensure. Students must designate that results be sent to the University of Dubuque on their registration form for the Education Department to receive the scores. It is recommended that the Praxis II test be taken not later than the mid term of the student teaching semester.

Student Teaching Semester Fees

In addition to UD Tuition will be other fees and expenses attached to the student teaching semester. At present the following fees apply to **all** student teachers:

- \$250.00 Cooperating Teacher fee – can be taken out of your financial aid package or is billed to your account.
- \$5.00-10.00 charge to complete the fingerprint card
- \$65.00 fingerprinting/background check
- \$85.00 licensure fee –

Note: A money order made out to the BOEE (Board of Educational Examiners) for **\$150.00**, which includes the background check and the licensure fee must be submitted with the fingerprint cards no later than the 4th week of student teaching

Elementary Majors:

\$130.00 -- Praxis II test- required for licensure

These fees can be taken out of a financial aid package. It is the responsibility of the student teacher to make arrangements with financial aid to pay for these fees.

Senior Leadership Seminar

During the student teaching semester, student teachers must register for EDU 495, Leadership Seminar. The seminars are held at regularly scheduled times and cover legal and ethic issue of teaching and other topics pertinent to the student teaching semester. The seminar process also provides an opportunity for students to share, brainstorm, and learn from others' experiences in the classroom. Attendance at all seminar sessions is required. The requirements for the course are outlined in the EDU 495 syllabus