

POLICY: Student Teaching

ADOPTION DATE: May 1998, Updated August 2021

Application

Prior to student teaching, student teachers must complete the following requirements:

- a. All classes required for graduation except for student teaching.
- b. Praxis 5001 passing score
- c. Admissions requirements for SPED major
- d. GPA of 3.00 or higher
- e. Current background check approval
- f. Utah Ethics Review

Students must apply to student teach one semester before student teaching. The application is online at <https://egrad.ed.usu.edu/>. The following documents will need to be uploaded into the application:

- Resume
- Passing Praxis 5001 scores if not already submitted
- Current background check if not already submitted

Fall semester application deadline – March 1

Spring semester application deadline – October 1

Registration

After submitting the application student teachers should register for courses as specified below:

Program:

Register for:

Single major in special education
(Mild/Moderate, Severe & Birth to
Age 5 emphasis)

SPED 5200 for 15 credits

Composite major in special
education and elementary education

SPED 5200 for 12 credits
ELED 5150 for 3 credits

Dual major in special education and
Early Childhood

SPED 5200 for 12 credits
ELED 5050 for 3 credits

Dual major in special education and
secondary education

SPED 5200 for 12 credits
SCED 5700 for 3 credits

Workshops

The student teaching coordinator will conduct a mandatory orientation for all student teachers on the first day of student teaching. During the orientation, student teaching policies will be discussed as well as the PPAT and seminar guidelines.

Students will be required to attend a student teaching workshop in the middle of the student teaching semester.

Grading

The grade received in student teaching is pass/fail. Students must pass all requirements below to pass student teaching.

1. Passing grades on observations (80% on the last two consecutive observations).
2. Passing grades on each section of the UTC PAES (Utah Teacher Candidate Performance Assessment & Evaluation System) evaluations completed by the university supervisor and mentor teacher. Each of the following sections must be passed with a score of 80% or higher: The Learner and Learning, Instructional Practice, and Professional Responsibility. This translates to a total of 53/66 total points. Note that items 10.1 and 10.2 have point values of 0=no and 3=yes.

Attendance

Attendance during student teaching is mandatory. Authorization from the mentor teacher is required should a student teacher need to be excused from their student teaching responsibilities because of illness or death in the immediate family. Student teachers may be expected to provide mentor teachers with lesson plans and necessary material for instructing pupils. If absences accrue beyond three days, the student teacher will be required to make-up time missed during student teaching. It could also result in the need to student teach again. Doctor appointments, job interviews, etc., need to be scheduled during school holidays.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the USU calendar. Student teachers need to be at their assigned school all contract days - including teacher workdays and conference days.

Substitute

Student teachers are only allowed to substitute in an emergency in their assigned classroom(s) if given consent from the university supervisor, mentor teacher(s), and the principal. A student teacher may work as a paid substitute in their assigned school for no more than three (3) consecutive days and no more than five (5) five days total. If the student teacher is not substituting and their regular classroom teacher is absent, a substitute is required to be in the classroom with the student teacher.

Placement of Students into Student Teaching Sites

The faculty of each specialty area examine all student teaching applications for the following semester. They identify possible student teaching sites in which:

- 1) “best practices” for teaching, management and service delivery are modeled,
- 2) the school administrator and fellow teachers recognize the mentor teacher

as a “master teacher”, and

3) the mentor teacher is fully certified to teach the student population and has at least 3 years of experience.

A list of possible student teaching sites is submitted to relevant school districts. If districts, principal and teacher agree to host a student teacher, then the placement is made. When placements are approved, the student is informed. Student teachers are not permitted to coordinate their own student teaching placements. Logan Main Campus student teachers are placed in Cache Valley or surrounding areas. OPTT student teachers are placed in their local districts.

Problems and/or Grievances

Should problems or grievances develop during the student teaching experience, the mentor teacher and university supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems at any time with his/her mentor teacher, university supervisor, and/or instructional coach. If the issue is not resolved at that point, address it with the Student Teaching Coordinator.

Compliance with District and School Policies

The student teacher is required to adhere to district and school policy in the district where he/she has been assigned to student teach. This includes faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers must be at school one half hour before school starts and one half hour after school ends, or the district contract hours, whichever is greater.