



THE LEARNER AND LEARNING

Department of Education

STUDENT HANDBOOK

Secondary Education

Teaching Licensure Program

2015-16

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Dixie State University

Department of Education

Mission Statement

The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.

DSU Program Standards/ Utah Effective Teaching Standards

The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity:

The Learner and Learning –

Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity

Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation

Instructional Practice –

Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Standard 5: Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

Professional Responsibility –

Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

General Policies and Procedures for DSU Students

1. **DSU Students Rights and Responsibilities** - Can be accessed on the following website at <http://www.dixie.edu/reg/student-rights.html>
2. **Student Right to Know and Campus Security Act** - Requires that colleges and universities throughout the country produce statistics and/or information on subjects relevant to students. This information can be accessed on the following website at <http://right2know.dixie.edu>
3. **D-mail Accounts** - Important class and university information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success at DSU. All DSU students are automatically assigned a D-mail account. If you don't know your user name and password, go to helpdesk@dixie.edu or call (435) 879-4357 for complete instructions. **You will be held responsible for information sent to your D-mail, so please check it often.**
4. **Student Resources**
 - **Tutoring services** are provided for all registered DSU students and is available for all subjects at the Holland Centennial Commons Building, Room 431. Additional information can be access at www.dixie.edu/tutoring
 - **The Writing Center** is also in the Holland Centennial Commons Building, Room 421. You can get help from the Center online by submitting your paper at www.dixie.edu/owl/.
 - **The Testing Center** is located in the North Plaza Building. Testing Center hours are posted online at <http://dixie.edu/testing>.
 - **The Smith Computer Center** is located in the Avenna Center and is available for students who need technology services to complete homework assignments and research for any course on campus. Check the facility for time schedule at www.dixie.edu/campus/smiths_computer_center_php.
 - **Dixie State University Library** at the Jeffrey R. Holland Centennial Commons (HCC) can be accessed online at www.dixie.edu/library. To inquire about article data bases, click “library” on the main DSU website. The library has great materials for lesson planning. Contact the education librarian, Ms. Linda Jones (ljones@dixie.edu) for assistance.
 - **Dixie State University Wellness Center** promotes healthy lifestyle behaviors through health and wellness resources, information and services. It is located at 34 N. 600 E. For appointments call: 435-652-7756 or visit their website at www.dixie.edu/wellness.

5. **DSU Graduation Requirement** - Students must complete an online graduation application, complete a degree audit, and meet with their academic advisor. The degree audit must be completed prior to the published deadline for the semester of intended graduation. Only degree seeking students may participate in the commencement. Students should contact their academic advisor regarding any questions regarding the degree audit or online application. Additional information can be accessed at <http://www.dixie.edu/graduation>.
6. **Disability Resource Center** - If you are a student with a medical, psychological or a learning disability and are requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to the Disability Resource Center within the first two weeks of the beginning of classes. For further information regarding the Americans with Disabilities Act (ADA) call (435) 652-7516 or at www.dixie.edu/drcenter.
7. **Cell Phones/Text Messaging** - In order to maintain a professional and respectful environment during all classes, cell phones must be put on vibrate mode. No text messaging in class. Any exceptions to these rules must be approved by the instructor.
8. **Respect for Diversity and Genuine Positive Regard** - Meeting the needs of diverse students is one of the hallmarks of quality teaching. In order to accomplish this, one must adopt an attitude of open-mindedness and an appreciation that differences are generally equated with strengths. Whether students come from a diverse culture, a linguistic background other than English, or have a disability that prevents them from learning in typical ways, each student should be treated with respect and dignity. Meeting such differences with respect and a positive regard for all will help the student teacher be a more effective and powerful educator.

Secondary Education Teacher (SET) Program Policies and Procedures

- 1. Orientation** - Program orientation attendance is mandatory. It is usually held the first week of the fall semester of the program. Any scheduling problems must be cleared through the department chair prior to orientation. The student handbook is required at the fall orientation.
- 2. Grades** - Students in the DSU Teacher Education programs must maintain a cumulative GPA of 3.0 or higher and receive a C or better in all education and all content program courses. Failure to maintain these academic standards will result in academic probation during the program, deferment, or removal from the program. A student is only allowed one semester of academic probation. At the end of the first semester of probation, the student will be removed from the program if the mandatory GPA requirement has not been met.
- 3. Disposition Concern Form** - Disposition means professionalism. It implies an attitude, a disposition, and an ongoing desire to represent the education profession in the best possible way by example.

The Disposition Concern Form is a form used by faculty, university clinical supervisors, mentor teachers and staff in reporting disposition concerns about students. All completed forms will be placed in the student's file. Repeat offenses will advance as follows:

- First Disposition Form – Student will meet with the individual who wrote the form.
- Second Disposition Form – Student will meet with the department chair and the individual who wrote initially completed the form.
- Third Disposition Form – Student faces possible dismissal from the program, as decided by a Faculty Committee.

Please note that ANY infraction determined to be significantly harmful to children, peers, or the DSU program will result in immediate dismissal.

- 4. PRAXIS II Content Knowledge Tests** – The Praxis II Content Knowledge test measures general and subject knowledge. It has been selected by Utah State Office of Education (USOE) to meet the federal government's mandate. The USOE requires all teacher candidates to pass the appropriate Praxis II Content Test for their teaching area prior to licensure.
- 5. Contact Information** - Any changes to contact information (name, address, phone number, e-mail) must be sent to the department secretary immediately and changed on the MyDixie site in order to receive all pertinent information.
- 6. Deferment from the SET Program** - A request must be submitted in writing to the department chair providing *compelling* reasons for the deferment. The department chair will present the request to the SET faculty. A decision will be conveyed to the student within two to three weeks of submitting the request. The maximum period for deferment is two years. When students are accepted into the program, they may not defer prior to the beginning of their first semester. Deferment requests must be submitted before November 1st for the spring semester. After deferment approval, the student must meet with the SET Academic Advisor and the SET Placement Director to sign a deferment contract. Once the deferment is approved, it will then be the responsibility of the student to withdraw his/her classes at the Registrar's Office.

- 7. Withdrawal from the Program** – A letter must be submitted to the department chair requesting withdrawal from the program. When the request has been received, the withdrawal will be in effect. The student must contact the SET Placement Director immediately, who will then inform the mentor teacher of the withdrawal. It is the responsibility of the student to withdraw from DSU before the posted academic semester deadline to avoid receiving failing grades.

If a student chooses to leave the SET program without the approval of a deferment or withdrawal and wishes to return to the program at a later date, the student must reapply for admission in the program.

- 8. Student Concerns** - Students accepted into the SET program who have a concern regarding any aspect of the program, should address the concern in accordance with the following procedure outlined below (based on DSU general policy):

- When concerns involve a single instructor or a specific class, the student will first try to resolve the concern with the individual faculty member involved. If the concern was not resolved to the student's satisfaction, the concern should be submitted in writing to the department chair. The department chair will present the concern to the Department Grievance Committee and will report the decision to the student within five class days after the committee meets.
- If the concern involves multiple instructors or involves problematic concerns not related to individual classes, the concern should be submitted in writing to the department chair. The department chair will present the concern to the Department Grievance Committee and will report the decision back to the student within five class days after the committee meets.
- If the student is not satisfied with the decision at the department level, the student may, within 15 class days after the date of the notification of the department decision, appeal in writing. This appeal must be made to the Dean of the School of Education who will mediate a resolution or recommend other avenues of appeal.
- Students, who still have unresolved concerns, will be referred to the DSU Academic Appeals Policy, section 4A & B located at www.catalog.dixie.edu/codeofstudentrightsresponsibilities/

- 9. American Psychological Association (APA) Writing Style** - The APA has established an editorial style that is commonly used in academic writing. The educational field has adopted this style as the standard. APA's style rules and guidelines are set out in a reference book called *The Publication Manual of the American Psychological Association*. The most current edition of this book must be used, and students will be directed by their instructor on most recent forms to use. For more information about APA format, refer to the websites listed on page 12 in this handbook.

Secondary Education Teacher (SET) Licensure Program

1. All students admitted into the SET program will take the required courses together as a “cohort”. Required methods courses may differ by content area. Student should contact content area advisor for details. A complete listing of required course work can be found at

http://catalog.dixie.edu/programs/education/secondary_education_licensure/.

2. **Syllabus** – A syllabus will be provided for each class at the beginning of the semester. A syllabus is a contract between the student and the instructor. Students are responsible to follow the policies and guidelines contained in the syllabus. Any questions or clarifications concerning the syllabus should be directed to the instructor.
3. **Grading Scale** – SET program grades will be based on the following scale. Courses with grades below a “C” must be retaken before the student can proceed to the next semester.

A	95-100%	B-	80-83%	D+	67-69%
A-	90-94	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	Below 60

4. **Final Examinations** – The dates, time, and room number will be provided by the instructor. If the SET program final exam times differ from the DSU exam schedule, students should follow the instructor’s schedule. Instructors are required to have a graded class activity for the scheduled final exam. Permission to take an early final examination requires completion of the Early Final Exam Request Form. Documentation of severe circumstance requiring accommodation must be approved by the course instructor and department chair.
5. **Student Evaluations** - At the end of every semester, students have the opportunity to evaluate the instructor. The instructors use this feedback to improve course content and teaching practice. Instructor evaluations are available on-line. It is important that these surveys be completed with an honest opinion of courses and instructors. **Completing these surveys also provides students the opportunity to view their final grades earlier than usual.** The log-in site to complete these surveys is located at <https://courseval.dixie.edu>.
6. **Program Final Assessments** – All SET students must complete the Capstone Course (SCED 4989). In addition to attendance, students must successfully complete exit assessments. Additional information regarding these exit assessments will be provided.
7. **Fees** - A \$100 fee is added to student tuition each semester (\$200 total). This fee pays for mentor teacher stipends, nametag, mileage for supervision, materials, and any incidental costs related to the program. This is a non-refundable fee. SEE STUDENT TEACHING HANDBOOK SECTION FOR ADDITIONAL FEE INFORMATION.

8. Utah Level 1 Teaching License Application - The DSU Department of Education will recommend SET students for teacher licensure to the Utah State Office of Education (USOE) only after the following have been completed:

- Curricular requirements and grades posted
- Documentation of passing scores on the Praxis II examination
- Online ethics review at www.utah.gov/teachers, and the recommendation of USOE has been documented (there is no fee for the review)

Notification of Licensure Recommendation: Once DSU has received ethics clearance from USOE and all other requirements have been met, the DSU Department of Education will recommend teacher licensure to the USOE and notification of that recommendation will be sent to licensure candidates.

Printing License: Instructions for printing the Utah Level 1 teaching license is available online at www.usoe.org. There will be a fee to print the license.

9. Placement Files - Dixie State University no longer retains a placement file for students. When applying for a job, the student is responsible for their own placement file which generally includes the following:

- Resumé
- Official Transcript
- Final Student Teaching Evaluation (Request copies from University Clinical Supervisor and mentor teacher)
- Praxis II Content Knowledge Exam
- Letters of Recommendation

For a small fee, Midterm/Final Evaluations and the Conference Summaries for student teaching can be obtained from the Department of Education Secretary

SET STUDENT PRACTICUM

The practicum is an integral part of the field-based SET program. The practicum experience is designed to give students the opportunity to apply the concepts learned in their university courses to real-life teaching in the classroom. Each semester students are assigned a practicum placement in a school setting. The practicum experience is one full-day every week during the fall semester. To ensure the most complete and positive experience possible, students need to adhere to the following policies:

- Practicum begins the second week of the fall semester and continues until the last school day before DSU finals week. Pre-scheduled DSU and school holidays or breaks are exceptions.
- Practicum students are responsible for being at their assigned school and classroom for the entire school day. Students are expected to be at their assigned school twenty minutes before the school day begins and remain twenty minutes after the conclusion of the school day.
- Practicum students are required to stay in school all day including partial days to work with the mentor teacher, if other educational activities have been planned for the day.
- It is expected that practicum students will assist in facilitating classroom activities and helping with behavior management as directed by the mentor teacher.
- When students are unable to be at their practicum assignment, they must contact the following people before school begins: School office, mentor teacher, SET Placement Director, and the university supervisor. Students are expected to schedule make-up day(s) with the mentor teacher. Students must inform the SET Placement Director and university supervisor when the day(s) will be made up.
- If the school is having tests, parent conferences, or other activities, practicum students are still required to complete their practicum assignment in ways such as: offering to help with testing, participating in parent conferences, etc. If the mentor teacher declines such assistance, students should try to arrange other activities for the rest of the day.
- Students having concerns with their practicum assignment should discuss the problem with the SET Placement Director and university supervisor as soon as possible. The SET Placement Director is the liaison between the student and the practicum school. Recommended changes must be handled between the SET Placement Director and the placement school.
- Student attire and behavior must be professional.
- All personal information pertaining to the classroom must remain confidential and not be shared with fellow students or family.
- Student disposition is very important: Be gracious, cheerful, and as helpful as possible. Always respect the school principal, staff, mentor teacher, parents, and children. Remain professional at all times. Student conduct during the practicum experience can affect student teacher placement and future career opportunities.

SET CURRICULAR REQUIREMENTS

Prerequisite Courses – At least 95% of major course work needs to be completed and signed off by the major academic content department advisor. The education course prerequisites listed below may be taken at any time before acceptance into the SET program, but must be taken within five years prior to application for admittance. Students should contact their major department advisor or the education department advisor for further information. See DSU catalog for course descriptions.

EDUC 1010	Foundations/Introduction to Education	(3)
EDUC 2400	Foundations of Multicultural/ESL Learners	(3)
EDUC 2010	Introduction to Teaching Exceptional Learners	(3)
EDUC 2500	Technology for Educators & Electronic Portfolio	(3)
EDUC 3110	Educational Psychology	(3)
TOTAL CREDITS		15

Fall Semester Classes - Admission into the SET program is required for enrollment. All SET students will enroll in these courses together as a cohort group.

SCED 3720	Reading and Writing in Content Areas	(3)
SCED 4100	Curriculum, Instruction, & Assessment	(3)
SCED 4600	Classroom Management	(3)
SCED 4700	Content Methods Course*	(3)
TOTAL CREDITS		12

- *Content Methods course number may differ depending on individual student majors.*
- *Above courses include a "Practicum" experience as part of the class*

Spring Semester Classes - The focus of the spring semester will be the student teaching experience accompanied by a student teaching seminar class, sometimes referred to as Capstone.

SCED 4900	Secondary Student Teaching	(10)
SCED 4989	Student Teaching Seminar	(2)
TOTAL CREDITS		12

Additional Policy Requirements: Listed below are additional requirements and other information as required by DSU and/or USOE:

- Degree majors must be approved by USOE for licensing, and BS or BA degree programs must be available at DSU.
- Content departments may add additional admission and course requirements.
- All SET students must pass the Praxis II Content Knowledge examination prior to acceptance.

Important Education Websites

State of Utah Office of Education (USOE): www.schools.utah.gov/main

Utah Educational Network (UEN) provides free web tools and services, such as lesson plans, videos, curriculum resources: www.uen.org

Utah Effective Teaching Standards (UETS):
<http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards/Teaching/EffectiveTeaching.aspx>

Council for the Accreditation of Educator Preparation (CAEP): <http://caepnet.org/>

American Psychological Association (APA) Writing Style: <http://www.apastyle.org>

APPENDIX

STUDENT TEACHING HANDBOOK 2015-16



STUDENT TEACHING HANDBOOK

Spring 2016

**Secondary Education Teaching (SET)
Licensure Program
Dixie State University
St. George, Utah**

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Preface and Contact Information

Student teaching is the critical bridge for the transition from university student to professional educator. The primary purpose of student teaching is to apply what has been learned in university courses to a professional setting. This transition requires the coordinated efforts of many individuals including university faculty, school district personnel, building administrators, mentor teachers, and the student teachers themselves. This handbook is designed to provide a framework and direction to guide the process of new teacher development.

We appreciate the efforts of all those who actively contribute to the development of new teachers and ultimately of the students they will teach. Thank you for your participation. We trust this handbook will be helpful. If you desire further information, feel free to contact any of the following:

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Dixie State University

Department of Education

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Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

How Student Teachers Are Assigned

Student teaching placement assignments in are determined by the local school district through the recommendations of the school principals. Students must complete student teaching in their content areas. School district policy states that students are not to contact school principals or faculty members to arrange student teaching assignments. All assignments are facilitated through the Dixie State University SET Field Placement Director and WCSD.

Students may request a grade level and general school location for student teaching placement. However, placement requests are not guaranteed. The school principal has final approval of mentor teacher assignments. Student teachers cannot be employed in the same school they are assigned to student teach.

Out-of-Area Student Teaching Assignments

Students may request an out-of-area placement for student teaching. Students desiring to student teach outside of Washington County should be aware that:

- All academic requirements remain the same for out-of-area placements. The required Capstone Seminar (SCED 4989) course is taken during student teaching semester. Participation in this course can be set up online, if approved by the instructor. Out-of-area student teachers must meet all course requirements and contact the Capstone course instructor as soon as the out of area assignment is determined.
- Applications for out-of-area student teaching placements are made through the SET Placement Director. Applications must be made prior to November 1, 2015 for spring student teaching semester.
- Out-of-area student teachers should expect to pay an additional fee depending on location of the placement. Sometimes this can be substantial more than local placements. See Student Fee section (page 5).
- The SET Placement Director will facilitate placement and supervision of out-of-district student teachers.

Grading and Recommendation for Teaching Licensure

Student teachers are evaluated by their assigned university supervisor and teacher mentor. Grading for student teaching is a letter grade based on an average of the university supervisor and mentor teacher evaluation scores.

Students must have a C grade or better in student teaching to be recommended for teaching licensure. Students who do not receive a C grade in student teaching on their first attempt, may enroll in student teaching for a second semester. Students are given two attempts to pass with a C grade or better.

Resolution of Student Concerns

Student teachers should discuss problems or concerns that may develop during the student teaching experience with the university supervisor or the SET Field Placement Director. Discussions regarding concerns are expected to remain confidential. For additional information regarding student concerns refer back to (page 7) of the general student handbook for the SET Licensure Program.

MENTOR TEACHER INFORMATION

Qualities and Expectations of Mentor Teachers/Teams

Mentor teachers should be experienced, master teachers. Mentors should be good role models who are willing to share their knowledge and expertise with their assigned student teacher. Mentors are expected to model effective teaching standards, to advise students on effective teaching practices, and to evaluate student teacher performance and progress.

Gradual Immersion Process For Student Teaching

The student teaching program is a thirteen week experience that immerses the student teacher into the role of teacher and allows the student to function interdependently as part of a collaborative team. Individual student teachers will vary on their readiness for increased responsibility in the classroom, and teacher mentors will also have differences concerning assessment about when and how much the student teacher should be granted increased responsibility and involvement. The goal of the student teaching program is to provide substantive opportunities to the student teacher to gain experience as a classroom teacher and become a team member.

Mentor teachers should guide the process and the speed at which their student teachers become involved. This process is determined by the relationship between the mentor teacher and the student teacher. Communication between the teacher mentors and the student teachers should begin as soon as possible.

Suggested Timeline for Student Teaching Experience

See the Suggested Timeline for Student Teaching Experience section (page 11) for further information. This weekly timeline during the student teaching experience can be used as guide for mentors to help ensure involvement in the planning, teaching, assessment, and management in their respective classrooms. This timeline is only a suggestion and not a mandate.

Mentor Teacher Responsibilities for Observations and Evaluations

Mentor teachers are expected to provide counsel and guidance to the student teacher throughout the student teaching experience and to maintain a record of attendance and progress in a format of his/her own choosing. Mentor teachers are also required to complete a formal evaluation and a final evaluation during the spring semester student teaching experience. See the Student Teacher Evaluation section (page 12) for additional information.

STUDENT TEACHER EXPECTATIONS

The following general policies describe minimal expectations for DSU student teachers. Students are expected to meet or exceed these policy statements in demonstrating their ability to contribute to the education profession and to make an impact in their future classrooms. These expectations are policies of the SET Licensure Program. Infractions will lead to written warnings and may result in dismissal from student teaching.

Student Teaching Calendar 2016: A Thirteen Week Experience

Students will begin their student teaching experience on Monday, January 11 and continue for thirteen weeks, ending on Friday, April 15. Thirteen weeks are required to meet the required 12 semester credit hours for student teaching. When the DSU student teachers begin their student teaching they will follow the WCSU calendar and the specific timetables of the schools in which they are placed. Student teachers are expected to be in their respective placements daily. Once each week, students will participate in a blended Capstone Seminar experience conducted on the DSU campus. Students placed out-of-area will also participate in the Capstone Seminar.

Professionalism

Professionalism implies a positive attitude and an ongoing desire to be an exemplary role model to children, parents, colleagues, and the community at large. The following observable characteristics are a few of the ways student teachers demonstrate professionalism:

- **Standards of Dress and Deportment:** Students are expected to dress and conduct themselves as professional teachers. Student teachers represent themselves, the SET Licensure Program, and DSU. Student teachers function in the roles of “example” and “leader.” There is abundant research to indicate that teachers who dress and act professionally, command a form of respect that translates into more effective classroom management. Teachers must dress appropriately to make a positive impression. Student teachers should carry themselves with poise and self-control.
- **Punctuality and Consistent Attendance:** Student teachers are expected to adhere to WCSU’s general policies and building specific policies. Student teachers are expected to be at their respective schools a minimum of 30 minutes prior to the start of the school day, and 30 minutes past the final bell. Professional responsibilities require that teachers be present at the school during assemblies, prep-periods, field trips, faculty meetings, tutoring, etc.

Daily full-time attendance is mandatory. Only personal illness or a death in the immediate family are considered extenuating circumstances that would necessitate an absence. Should this occur, the student teacher must notify the mentor teacher, university supervisor, and the school principal, since adjustments to the classroom and student teaching dates will need to be made. Utah State Office of Education (USOE) guidelines require that student teachers spend time equivalent to a full time contract teacher as part of their student teaching experience. **ALL MISSED TIME MUST BE MADE UP BY APRIL 26**

- **Meeting Deadlines:** Student teaching is progressive and systematic, increasing the responsibilities for managing all aspects of the classroom. It is important for the student teacher to develop lessons and units in a timely manner to ensure appropriate feedback.

- **Confidentiality:** Student teachers have the privilege of spending time in someone else’s classroom to teach students who have already established a rapport with their teacher. As such, the mentor or another school official may choose to disclose information about students in the class to promote more effective teaching. This information is to be considered confidential and must not be discussed outside the school setting, and in some cases not beyond the classroom. It is especially important to understand that personal problems concerning students are for the teacher’s ears only. It is not appropriate to share information with family members, cohort colleagues, other teachers in the school, or anyone outside of the school.
- **Respect for Diversity and Genuine Positive Regard:** Meeting the needs of diverse students is one of the hallmarks of quality teaching. In order to accomplish this, one must adopt an attitude of open-mindedness and an appreciation that differences are generally equated with strengths. Whether students come from a diverse culture, a linguistic background other than English, or have a disability that prevents them from learning in typical ways, each student should be treated with respect and dignity. Meeting such differences with respect and a positive regard for all will help the student teacher be a more effective and powerful educator.

Outside Employment while Student Teaching

Students are cautioned not to overload themselves with outside employment during the student teaching experience. Students may not engage in employment during the time required as part of the regular school day while doing their student teaching. Students cannot substitute for a teacher and cannot be paid to substitute teach as part of student teaching until their student teaching experience has been completed.

Adherence to School District Policies

Student teachers must adhere to school district policies and to specific policies at the respective schools where they are assigned. This may include requests of mentor teachers for assistance before and after school.

Transportation to and from Assigned School

Student teachers are responsible to make their own arrangements for transportation to and from their assigned schools.

Procedure for Mentor Teacher Absence

If it becomes necessary to hire a substitute for the mentor teacher, student teachers who have been in the classroom for a period of 2 or more weeks, should still direct the regular classroom activities. However, the student teacher should not be left alone in the classroom to act as the substitute. If there are extenuating circumstances, arrangements must be made with input from all parties involved: the student teacher, DSU supervisor, and school/school district personnel.

SUGGESTED TIMELINE FOR STUDENT TEACHING EXPERIENCE

This timeline can be used as reference points for mentor teachers to help ensure an increasing involvement in the planning, teaching, assessment, and management in their respective classrooms.

Week One: Student teachers should acquaint themselves with the names of all the students, other teachers in close proximity, the building administrator, secretaries, lunch workers, and custodians. If there is assigned seating, a chart should be drawn. Other aspects of the school environment should be explored including the school schedule, the copy room, faculty room, traffic patterns, emergency procedures, and students who leave the room for special circumstances or services. Student teachers should actively participate in the needed responsibilities of the class such as collaboration meetings, attendance, etc. Student teachers should try to get to know students' names and begin to develop a rapport with each class some time during this week.

Week Two: Student teachers should begin to participate in regular instructional activities,

Week Three: Immersion should be under way. As student teachers become comfortable in the classroom, mentors should encourage them to teach more, plan some of the lessons, work with small groups, grade assignments, and otherwise gain experience. Student teachers should be ready to assume more daily responsibility. They should become an integral part of the classroom. Mentor teachers should utilize the student teacher as an added resource for intervention extensions, data evaluations, etc.

Week Four: Student teachers should be very comfortable in the classroom as part of the collaborative team. They should be conducting regular routines and daily activities. They should be devising a plan for more involvement in routine teaching. Conversations between the mentor and student teacher should cover all that is required in a classroom. Mentors can help student teachers move from being primarily observers, to collaboration meetings, interventions and behavior management. Mentors might consider utilizing the student teacher for lead instruction while the mentor works with small groups or vice-versa. Student teachers should observe and reflect on instructional activities and routines. This is a good week for student teachers to ask questions and begin to formulate with their mentor their own plans for instructional activities. gradually becoming facilitators in the classroom. They should be planning together for the student teacher to take over all classroom activities for nine full weeks of the student teaching experience.

Week Five-Week Thirteen: Student teachers should be planning, implementing, teaching, assessing, and grading lessons as part of a collaborative team. Some lessons are best learned through calculated trials after which the mentor teacher can debrief the student teacher and give suggestions. Mid-term and Final evaluations are to be completed during these weeks. See the Student Teacher Evaluation section (page 12) for more detailed information.

Practicum and Student Teacher Evaluations

Mentor Teachers--should informally assess their student teacher's weekly progress and provide them with helpful and encouraging input on an on-going basis. They should also provide helpful input to the university supervisor regarding the student teacher's progress. Mentor teachers will not be required to complete evaluations during the fall practicum, but they must complete two evaluations during the spring semester student teaching experience:

SPRING STUDENT TEACHING: TWO EVALUATIONS

- One formal evaluation
- One final evaluation

Information regarding evaluations should be kept confidential between the mentor, university supervisor, and the student teacher. There should be open and candid discussion of the student teacher's strengths and needs. See (page 13) for links to access the formal and final evaluation forms.

University Supervisors--will visit and evaluate each student teacher as indicated below. This does not include any other incidental, non-evaluative visits done at the discretion of the university supervisor.

FALL PRACTICUM: THREE VISITS--EVALUATIONS

- One initial visit (no evaluation form required)
- Two formal evaluations

SPRING STUDENT TEACHING: FOUR VISITS--EVALUATIONS

- One Initial visit (no evaluation form required)
- Two formal evaluations
- One final evaluation

Some student teachers may need to be observed beyond that which is required in order adequately assess teaching particular subject matter or to assess certain teacher competencies. Normally, evaluations should be scheduled in advance with the student teacher and the university supervisor. Copies of the evaluation reports can be given to the student teacher. The duration of observational evaluations will vary depending on the activity, subject, or developmental level of the class. Additional information regarding the evaluations is listed below:

Initial Visit:

The university supervisor will conduct one "initial visit" at the beginning of the fall and spring semesters. Such informal visits provide an excellent opportunity for the university supervisor observe the classroom setting and get valuable input from the student teacher and mentor teacher on the class schedule, course curriculum, expectations, etc. Supervisors may make other such informal, non-evaluative visits on an as needed basis.

Formal Evaluations:

The formal evaluations are completed during scheduled classroom observations of the student teacher while he/she is teaching. Student teachers should give their lesson plan to the mentor teacher and university supervisor prior to the evaluation. The evaluations should be appropriately spaced during the semester calendar. The completed forms must be submitted to the Field Placement Director immediately following the Evaluation Review Conference (see page 13).

Final Evaluation:

The final evaluations are completed by the mentor teacher and the university supervisor sometime during the final two weeks of the student teaching experience. The proper evaluation forms to be used as the evaluation tool are listed below. These forms are reflective of the Utah Effective Teaching Standard (UETS).

Following the final evaluation conference, the completed final evaluation forms are to be signed and returned to the DSU Field Placement Director by April 22, 2016. The Director will then transfer the evaluation data to the Conference Summary Report to be placed in the student's file.

Evaluation Review Conferences:

After the final evaluations have been completed, an Evaluation Review Conference is to be scheduled with the student, the mentor, and the university supervisor as soon as possible to review the evaluation. These conferences are intended to evaluate progress consistent with the UETS expectations. The discussion is guided by recent observations of the student teacher's performance. The intent of these conferences is to provide the student teacher with feedback on how they are progressing and suggestions for improvement.

Though time is often limited (approximately 20 minutes) all parties should have an opportunity to voice their concerns, recommendations, and suggestions. The student teacher should have the opportunity to add comments to the report during the conference.

Links to Evaluation and Summary Report Forms:

- Formal Evaluation: TBA
- Final Evaluation TBA

DIXIE STATE UNIVERSITY

Application for Student Teacher Licensure 2015-16

I. Background Check

All students applying for admission to the Dixie State University SET Licensure Program must first have a completed background check by the Utah State Office of Education (USOE). Once accepted into the program, students must then obtain a Student Teacher License before any student teaching placement can be made. Application for USOE and WCSD licensure must be completed by prior to March 31, 2016.

See below for application instructions.

II. CACTUS ID Number:

You must have a Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) ID number issued by USOE prior to submitting an application for Student Teacher License. This number has been automatically assigned to you as part of the background check, and it is included in the clearance letter you have already received from the state. If for some reason you do not have that letter, you need to contact SET Advisor to get the number as soon as possible.

III. Online Application Instructions for Student Teacher License:

1. Go to: www.utah.gov/teachers
2. Click: "Student Teacher/Intern License" orange button and read directions.
3. Click: "Start Your Student License" button and read Privacy Policy Statement.
4. Click: "Continue" and then enter your CACTUS ID and birthday.
5. Click: "Continue" and then follow instructions from there to complete application.
6. Pay: The \$20 fee online by debit or credit card.
7. Print: Your license now. (note: This is the only time you will be able to print it)
8. Copy: Make an electronic copy and a hard paper copy
 - Immediately E-mail a copy to the SET Field Placement Director.
 - You should also make two paper copies for your records.
 - Submit one hard copy to the SET Field Placement Director.

IV. WCSD Student Teacher Application/Agreement-Secondary License Program Form

- This application form must be submitted to the SET Field Placement Director
- Make sure to print information legibly.
- You must attach your resume with a hard copy of your student teacher license when you submit it to the SET Field Placement Director prior to the March 3¹, 2016 deadline.
- One of the purposes of this form is to provide an opportunity for students to indicate placement preferences. Placement is determined by the school principals and district administration. Preference does not guarantee placement location in either the practicum or student teaching assignments.
- WCSD policy requires that prospective student teachers not contact building principals or staff to solicit placement assignments.

