

## **BLOCK III: STUDENT TEACHING**

### **PROGRAM EXPECTATIONS**

Requirements for the candidate's 16 week semester are minimal in order to enable the prospective teacher to capitalize on self-development. However, the candidate is still a student of teaching, and the University has responsibility for feedback and evaluation. Cooperating school personnel have a right to know what is planned for the pupils for whom they have legal responsibility. The requirements that are described in the following paragraphs are designed to address these issues.

#### **Preliminary Visit to the School Site**

If your assignment is to a classroom different from that in which you completed your Internship, candidates are required to make a preliminary visit to the school to which they have been assigned. The major purposes of this visit are to meet the principal and the mentor teacher, confirm assignment dates, plan and discuss subjects that will be taught, and to get acquainted with the school and community.

#### **Course Work during the Professional Semester**

The candidate is expected to devote full energies to teaching during the professional semester. This requires abstention from other college classes as well as extracurricular activities that might interfere with successful completion of student teaching.

#### **Employment While Student Teaching**

Students are asked to refrain from employment during the actual student teaching experience. The candidate is expected to work full-time as a teacher while assigned to a school. Many activities and responsibilities occur outside the regular school schedule. The candidate must be prepared to meet such challenges on a day-to-day basis. The demands of teaching require an alert, rested, and well-prepared individual who is not dividing his or her energies between teaching and other responsibilities. We recognize that some individuals may have unique problems needing resolution. Students who feel they need special consideration in this area should contact their university liaison.

#### **Liability Insurance**

Candidates are covered by liability insurance during their student teaching assignment: Idaho Code Section 33-1201 states, "A student while serving as a practice teacher under the supervision of a certificated teacher, shall be accorded the same liability insurance coverage by the school district being served as that accorded a certificated teacher in the same district, and shall comply with all rules and regulations of the school district or public institution while acting as such practice teacher."

#### **Candidate Activities**

Candidates are required to continue to add to and revise their work sample during the semester. They are also advised to maintain a record of all materials collected during the assignment. The specific nature of the binder should be clarified with university liaisons during the general orientation meeting. Work Sample instructions are provided in this handbook.

## **Attendance**

The candidate is expected to be in school every day for the full term of the assignment of 16 weeks except for illness, emergency, or midterm seminar. All illnesses, emergencies and absences should be reported in timely fashion to the mentor teacher and university liaison. Legitimate reasons for a candidate's absence are similar to those of participating school's contract teachers. Excessive absences may result in the extension of the assignment or the candidate may be advised to withdraw from student teaching.

The candidate should generally report to school at the same time as the mentor teacher and should remain at the school site until the mentor teacher leaves. Participation is expected of candidates in all extracurricular activities that are logical for their assignments.

## **Teaching Load**

Neither Boise State nor the State of Idaho requires a specific number of teaching clock hours during student teaching. Certification is based upon the completion of the Boise State teacher education program requirements (which have been approved by the Idaho Professional Standards Commission). Competency of the candidate rather than completion of a specific number of student teaching clock hours determines success within the teacher education program. Specific requirements may vary among subject matter areas or certification levels.

## **Conferences**

Next to the actual experience of working with students in a school setting, conferences with experienced teachers are important activities. Time should be set aside by the mentor teacher and the candidate several times each week for planned conferences. Informal communications are also anticipated to occur between classes, before school, during lunch, or any time a problem arises.

The university liaison and the mentor teacher will also meet with the candidate. The purposes of these conferences are to exchange information, provide support services, confirm progress, and formalize program and individual evaluation

## **Seminars**

Candidates are required to attend seminars periodically throughout their placement. Specific format, dates, times, and places for university liaisons will announce these seminars during the general orientation meeting. Orientation seminars are designed to acquaint the candidates with the requirements of their internships, to discuss the nature of internships, to provide suggestions and helpful hints for improving classroom performance, to provide professional career information and guidance, and to acquaint the candidate with the university liaison.

Midterm conferences are scheduled to discuss candidate progress, problems, concerns, and relationships. Final seminars are planned to summarize and evaluate the intern experience and to collect required materials.

## **Teacher Strikes**

Candidates have unique positions in the school and may have responsibilities to persons on both sides of the controversy. In light of this, the Office of Field Experiences established the following guidelines for candidates who may find themselves in a school where a "strike" is taking place.

1. Candidates should notify the university liaison as soon as possible if a strike is imminent.

2. The university liaison should notify the Director of Field Experiences and/or Chairperson of the Department of Foundations, Technology, and Secondary Education regarding the general status of a strike.
3. Candidates should not teach but remain away from the building in a school district during a teacher's strike. The extra time may be spent preparing for classes.
4. Prior to and during a strike, candidates should not engage in any actions which would tend to support or oppose a strike. Do not attempt to cross picket lines.

A determination will then be made whether a reassignment of the candidates to another school district will be necessary.

### **WORK SAMPLE IN TASKSTREAM**

You will document your performance with your work sample. As the name implies, this is a sample of artifacts that provide evidence that you have meet the Idaho Beginning Teacher Standards. You can think of the work sample as a portfolio of your teaching. Refer to Appendix A for a complete description of the work sample requirements listed under S-PAT Field Guide. As you develop your work samples, you will share it with your university liaison and your mentor teacher in order to get formative evaluations. Your work samples will be an integral part of the final, three-way evaluation of your student teaching.

### **EVALUATION OF CANDIDATES**

Components to the evaluation of candidates in Student teaching:

1. Work Sample - S-PAT see Appendix A
2. Participation in professional building activities- maintain and upload Professional Log to Taskstream
3. Lesson planning and delivery- two formal observations by your Liaison
4. Mid-term self-evaluation- complete IPLP form on Taskstream
5. Professional Year Assessment- by Liaison. No submission required

A critical responsibility of the mentor teacher and university liaison is making periodic assessments of the candidate's performance during student teaching. The following are suggested guidelines, which could be used as a basis for evaluating the entire student teaching experience. There will be two formal evaluations by the mentor teacher and two formal evaluations by the university liaison and mentor teacher. These evaluations should:

- be within the framework of the objectives and goals of student teaching.
- promote the professional growth and improvement of the candidate's performance.
- be continuous--the final evaluation form can be used as a guide.
- promote effective and perceptive self-evaluation.
- be comprehensive and use both qualitative and quantitative evidence for interpreting and recording instruments.
- be based on using of a variety of evaluative instruments.
- be structured around frequent conferences.
- provide a medium through which strengths and weaknesses can be cooperatively identified. It should also provide some form of direction by which the student teacher can become increasingly self-analytical and self-directive.

## **STUDENT TEACHING FIELD EXPERIENCE**

Goal: experience all aspects of teaching

Expectations:

- completion of the Boise State work sample
- immersion in professional teaching (BSU's academic semester including finals week)
- participate in all applicable professional building activities
  - faculty meetings
  - team meetings
  - parent meetings
  - in-service workshops
- completion of all evaluations

Opportunities:

- coach school sports (paid position)
- participate in the social activities of the school community
- gather and develop ideas and materials for your first year of teaching
- Paid substitute position for mentor teacher

## **WITHDRAWAL FROM INTERNSHIP**

Candidates may withdraw from their internship in accordance with standard university policies and procedures. If a candidate decides to withdraw, the mentor teacher/principal, and the university liaison should be notified as soon as possible.

If a candidate is experiencing serious difficulties, several options may be explored depending upon the circumstances. These could include:

- withdrawal from internship
- extension of the assignment
- reassignment to another school

## **UNSATISFACTORY WORK IN INTERNSHIP**

This section describes procedures to be followed in cases where the candidate is experiencing difficulty. Both the university liaison and mentor teacher should maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the assignment. These records should be dated, and copies should be given to the candidate as each is completed. Candidates should review written comments following every classroom observation by the university liaison.

If a problem is identified, a school administrator and the director of the Office of Field Experiences should be notified and the nature of the problem(s) or potential problem(s) described. The liaison may request classroom observations of the candidate by the principal. The principal should receive copies of all documentation at this point. Candidates identified as experiencing problems or potential problems should be monitored carefully, if necessary on a day-to-day basis.

If problems persist, the university liaison must arrange for a second opinion and additional documentation through classroom observation(s) of the candidate by a Teacher Education faculty member familiar with the program.

The liaison, mentor teacher, principal, faculty member and the candidate should make a decision on the course of action collaboratively. At this time a plan of action should be drawn up. This plan should state clearly the area or areas needing strengthening, recommendations for remediation, and a time line. Candidates must be provided an opportunity to provide evidence of successful completion of the Action Plan (Appendix).

If the problem has been identified as **critical**, the candidate must be kept informed of the different courses of action being considered. Depending on the severity of the problem, five courses of action are possible:

- a. Additional support, study, and assistance. For example:
  - (1) study and peer tutoring
  - (2) modeling by mentor teacher, followed by candidate performance and feedback
  - (3) faculty help or remediation by faculty member
- b. Extension of time in the internship.
- c. Alternative placement if the university liaison feels that personality conflicts are contributing to the problem.
- d. Withdrawal
  - (1) candidates initiated (it is imperative that the candidate accept the responsibility for checking with the current catalog regarding final dates and follow established procedures).
  - (2) faculty initiated
  - (3) withdrawal--school initiated
- e. Performance judged unsatisfactory--completion of the assignment with the understanding that the mentor teacher and the university liaison may judge the work to be unsatisfactory and the candidate could receive a grade of "F" for the assignment. If the candidate disagrees with the decision (e.g. withdrawal or extension) the candidate may appeal to the Professional Standards Committee.

The candidate should be aware of the Boise State Academic Policies/Regulations that state: "Independent studies, internship, and student teaching may be taken only once and are not repeatable."

If there is a conflict of opinions between the university liaison and mentor teacher during the assignment, the university liaison should request a conference consisting of the following persons:

- a. mentor teacher
- b. principal (when necessary)
- c. director of field experiences
- d. candidate

If a candidate is allowed to withdraw from an internship with the understanding that he/she will be allowed to reapply for an internship at a later date:

- a. Any conditions that must be met before reapplying must be in written form, dated and signed by the university liaison and the candidate, a copy will be placed in the candidate's folder in the Office of Field Experiences.
- b. A period of one year must pass before the candidate may petition to enroll again. At that time, it is the responsibility of the candidate to provide evidence that all conditions have been met. Established deadlines for applications will apply.
- c. Interviews at prospective sites may be required.

If the candidate withdraws from the internship, copies of all documentation will be placed in the candidate's folder in the Office of Field Experiences.

If a decision has been made to deny the candidate an opportunity to enroll in an internship again, he/she may appeal to the Professional Standards Committee.

## **REMOVAL FROM STUDENT TEACHING EXPERIENCE**

When a decision of this magnitude is made, it requires that the candidate be given the right of due process. For this to occur, six steps are essential including:

1. a hearing to be conducted by the Director of Field Experiences where the candidate, supervising faculty, department chair, mentor teacher and school principal are present;
2. a written notice to the candidate of the hearing that includes date, time, location and a statement of specific concerns;
3. the right of the candidate to have someone accompany her/him to the hearing;
4. an opportunity for the candidate to present her/his side and question those in attendance;
5. a written notice of the decision accompanied by a statement of the facts; and, the right to appeal.