

UNIVERSITY *of*
DUBUQUE

TEACHER EDUCATION

STUDENT TEACHER HANDBOOK 2024-2025

Introduction

The Student Teacher Handbook, 2024-2025, 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 using the InTASC (Interstate Teacher Assessment and Support Consortium) Principles and The Iowa Standards for Teacher Preparation. The Teacher Education Program has established learning outcomes, which are assessed throughout the Teacher Education Program.

Comments and inquiries regarding student teaching expectations and requirements should be directed to Dr. Jeffrey A. Haverland, Director of Clinical Experiences, at the University of Dubuque, 2000 University Ave., Dubuque, IA 52001, or by phone at (563)589-3723 or e-mail jhaverland@dbq.edu.

UNIVERSITY OF DUBUQUE MISSION

The University of Dubuque is a private university offering undergraduate, graduate, and theological seminary degrees, and other educational opportunities with the intention of educating and forming the whole person. The University is comprised of individuals from the region, our nation, and the world.

As a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.

Therefore, the University of Dubuque is committed to:

- A hospitable Christian environment which respects other faith traditions;
- Relationships which encourage intellectual, spiritual, and moral development;
- Excellence in academic inquiry and professional preparation;
- A diverse and equitable community where 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 Program

The mission of the Teacher Education Program is to prepare qualified, caring, and effective teachers, with a foundation based on four components.

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

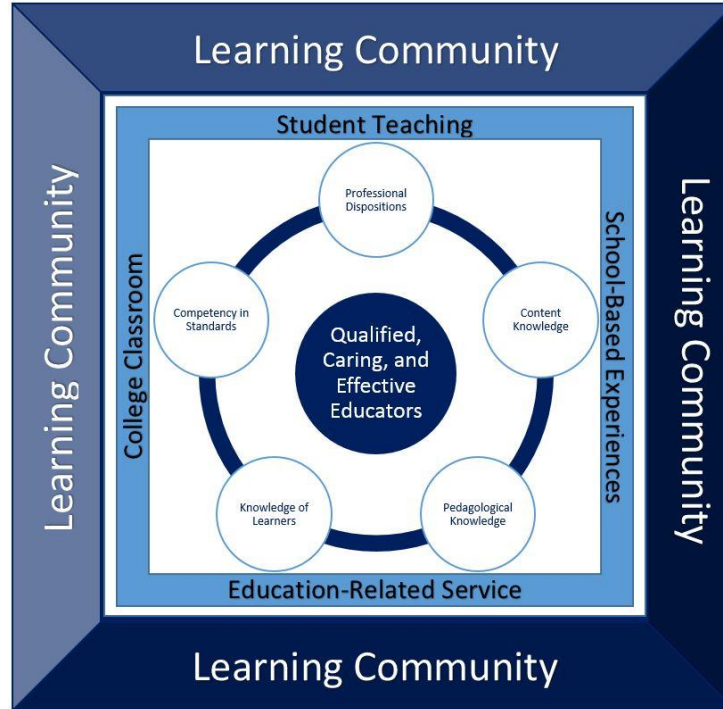
THE TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF DUBUQUE

Teaching endorsement program options include:

1. Coaching, K-12 (Endorsement 101)
2. Elementary Education, K-6; (Endorsement 102)
3. PK-K, PreKindergarten-Kindergarten, Early Childhood (Endorsement 103)
4. English/Language Arts, K-8; (Endorsement 119)
5. English/Language Arts, 5-12; (Endorsement 120)
6. Health Education, K-8; (Endorsement 137)
7. Health Education, 5-12; (Endorsement 138)
8. Math, K-8; (Endorsement 142)
9. Math, 5-12; (Endorsement 143)
10. Music, K-8; (Endorsement 144)
11. Music, 5-12; (Endorsement 145)
12. Physical Education, K-8; Endorsement 146)
13. Physical Education 5-12 (Endorsement 147)
14. Reading, K-8; (Endorsement 148)
15. Science, K-8; (Endorsement 150)
16. Biology, 5-12; (Endorsement 151)
17. Environmental Science, 5-12 (Endorsement 151)
18. Chemistry, 5-12; (Endorsement 152)
19. Basic Science, 5-12; (Endorsement 1541)
20. Social Studies, K-8; (Endorsement 164)
21. Middle School Language Arts; (Endorsements 1821)
22. Middle School Mathematics; (Endorsements 1822)
23. Middle School Science; (Endorsements 1823)
24. Middle School Social Studies; (Endorsements 1824)
25. All Science, 5-12; (Endorsement 185)
26. Instructional Strategist I: Mild & Moderate, K-8; (Endorsement 260)
27. Instructional Strategist I: Mild & Moderate, 5-12; (Endorsement 261)

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



“Effective teachers are the most important in-school contributors to student learning” (Brabeck et al., 2016). As such, it is the responsibility of the University of Dubuque to best prepare preservice teachers to for their future classrooms. Brabeck et al. (2016) argues that “high-quality teacher preparation arises from the ethical and professional responsibility of the teacher education programs to assure the public they are preparing effective teachers”. To fulfill this responsibility and meet the mission of the Teacher Education program of preparing qualified, caring, and effective teachers, our foundation is based on five components:

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

These five components provide the conceptual framework for the Teacher Education program. This framework takes into account that learning to teach effectively occurs within professional learning communities which include the college classroom, school-based settings, and student teaching. Our program integrates education-related service to the learning community and thus supports the unique mission of the University of Dubuque while engaging learners in multiple contexts and common goals

Professional Dispositions

Professional dispositions are guided by the Iowa Code of Ethics and The National Council for the Accreditation of Teacher Education (NACTE). Thornton (2013) wrote that “although the research on teacher dispositions remains inconsistent, and the intensity with which dispositions are evaluated seems to be waning...educators recognize the role of teacher dispositions in cultivating developmentally responsive practices and inclusive, safe learning communities.” Ultimately, “foundational dispositions undergird all pedagogical decisions a teacher makes. Dispositions animate, motivate, and direct abilities evident in the patterns of one's frequently exhibited behavior (Ritchhart, 2001). The Teacher Education program at the University of Dubuque evaluates student dispositions throughout the student’s tenure in the program. Beginning in EDU 100, students are required to demonstrate moral and ethical fitness to serve as caring and qualified teachers. Faculty and cooperating teachers evaluate each individual and encourage students to reflect upon and critically examine their teaching practices. In support of the University’s mission to build relationships which encourage intellectual, spiritual, and moral development, professional disposition are discussed, modeled, and analyzed in various courses through the program. Our goal is to ensure that our teacher candidates are morally fit, ethically centered individuals who reflect upon and critically examine their teaching practices regularly, and under the presumption that adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession. As summarized by Cummins and Asempapa (2013):

Higher education faculty who prepare candidates for the field must...address the critical importance of fostering effective dispositions by choosing learning experiences that build and refine these dispositional skills through the four years of preparation. There is no doubt that candidates may come to teacher education preparation programs prepared with the necessary dispositions and are capable from the beginning of displaying them in the field with a natural ease that makes them look like they have been teaching for years. But others may not, or if they do, they may not understand the situations that warrant such display of professional dispositions.

While skills and knowledge in the field of education are fairly easy to define, cultivate, and assess, dispositions have always been difficult to define. Cultivating them within teacher education programs has been questionable, and some have even challenged the validity of assessing dispositions (Stooksberry, Schussler, & Bercaw, 2009; Schussler, 2006; Mullin & Jung, 2003; Rhodes, 2008).

Dispositions, though critical for effective preparation, are not the only facet of a quality educators. In order to reach students, teachers must also understand and utilize content and pedagogy. Zimpher et al. (2012) believe that the “United States needs an army of teachers and school leaders who are fully prepared to meet the needs of today's workforce in not just one but two ways: Teachers must be equipped to prepare students to meet the requirements and demands of the 21st-century workforce—but to do that teachers and school leaders themselves need the right kind of rigorous, continuous education, in both pedagogy and content area expertise, in order to become the high-quality professionals students need”. As such, content and pedagogy are essential components of the conceptual framework for teacher education program at the University of Dubuque.

Content Knowledge

Content knowledge is defined as a thorough understanding of the content required to teach a lesson or unit of study. Content knowledge is further defined by Papanastasiou et al. (2012) as referencing “the comprehension of the subject per se, the ability to grasp the variety of ways in which the basic concepts and principles of the discipline are organized and the rules that are used for the establishment of validity/invalidity within the specific domain”. The University’s liberal arts focus and its new general education curriculum provide a solid foundation for the development of strong content knowledge. These two layers of content courses prepare our preservice teacher candidates by providing a strong foundation of subject-specific knowledge. This component supports the University’s mission to enhance excellence in academic inquiry and professional preparation and our department’s mission to prepare qualified teachers. Although important, content alone will not suffice as the sole component of the preservice knowledge base as teachers must understand the pedagogy required to differentiate and teach unique learners.

Pedagogical Knowledge

Pedagogical knowledge includes the general principles of teaching and an understanding of instruction and classroom management. Pedagogical knowledge is further defined by Papanastasiou et al. (2012) as the “knowledge of how ideas are best presented in order to make them comprehensible to others”. The program’s professional education and content core courses provide the knowledge of effective strategies and techniques to engage all students in learning. Through application in classroom settings, students learn to create and deliver meaningful, coherent lessons using a variety of strategies to facilitate learning among a diverse population. This component supports the University’s mission to build communities where diversity is appreciated and Christian love is practiced, as well as its mission to develop a zeal for life-long learning and service.

Both content knowledge and pedagogical knowledge impact teaching performance, but Darling-Hammond (1999) concluded that research “suggests that teachers who have greater knowledge of teaching and learning, thus pedagogical knowledge, are more highly rated and are more effective with students especially at tasks requiring higher order thinking and problem skills”. Furthermore, as noted by Papanastasiou (2012), “both types of knowledge are needed since effective teaching is the result of their interaction and delivery (thus pedagogical knowledge) of specific content (thus subject knowledge).” Pedagogy, in addition to strong content knowledge, are essential components of successful classroom teachers, but become ineffective in the absence of knowledge of learners.

Knowledge of Learners

Knowledge of learners requires that students understand the physical, emotional, cognitive, and social development of children, as well as how the brain learns at each stage of development. Students learn to adapt lessons and teaching strategies to serve different learning styles, stages of development, and special needs. Planning differentiated instruction for diverse learners also gives our students an opportunity to develop deeper cultural competency. The importance of knowledge of learners was noted by Smeaton and Waters (2013), who wrote “teacher preparation institutions need to ensure that their programs match the needs of beginning teachers...work[ing] effectively with students who struggled academically and/or behaviorally...including more guided field-based opportunities with challenging classes during university preparation”, as well as “instruction and practice in the field with high-stakes testing. A focus on knowledge of learners supports the University’s mission to practice stewardship of all God’s human and natural resources.

In addition to professional dispositions, content knowledge, pedagogical knowledge, and knowledge of learners, a final and critical component of our program is the use of standards to assess preservice student preparation. As noted by Cummins and Asempapa (2013):

Recent trends within school systems have made it increasingly important that teacher education programs ensure their teacher candidates are prepared to become effective teachers in the classroom. In order to ensure this effective preparation, national accreditation bodies, as the National Council for Accreditation of Teacher Education (NCATE), has mandated programs assess the acquisition of knowledge, skills, and dispositions of teacher candidates (NCATE, 2010).

At the heart of teacher education at the University of Dubuque is the teaching and use of INTASC standards, Iowa Core, and Iowa Code Chapter 25 to assess the strength of preservice teacher candidates.

Competency in the Program Goals (Standards)

Competency in the Program Goals (Standards) requires that practitioner candidates demonstrate competency in each of the program goals (INTASC standards, Iowa Core, and Iowa Code Chapter 25). This competence is assessed by using a program portfolio and includes clinical and life experiences, disposition evaluations, and coursework. Trube and Madden (2001) see the consideration of standards as a set of indicators of quality of TE programmes, since the qualities of good teachers are not indicators that can universally be accepted and defined". Since the application of standards can be subjective (Mehrens, 1994), it is important to remember that context matters (Papanastasiou et al., 2012). In light of this, Papanastasiou et al. (2012) offers the following considerations: effective programs must determine the program standards (INTASC), standards must be tailored to the purposes and goals of the program (program outcomes), faculty must link the course objectives to the program standards (course learning outcomes), and preservice teachers must be assessed using these standards (INTASC alignment and individual student/class assessment). This component supports the University's mission for excellence in academic inquiry and professional preparation.

Successfully completing the Teacher Education program of study prepares our preservice candidates to become qualified, caring, and effective educators. Program graduates who have met satisfactory levels of teaching competence and have demonstrated professional dispositions are ready to begin the formal process required by the state to be licensed as a professional teacher. The data-driven nature of our program ensures a stream of competent educators entering the teaching profession.

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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.

Teacher Education Program Goals and Student Learning Outcomes

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. The four department goals and the student learning outcomes addressing the Learner & Learning, Content, Instructional Practice, and Professional Responsibility, are aligned with the InTASC (Interstate Teacher Assessment and Support Consortium) Principles and the Iowa Standards for Teacher Preparation. The Teacher Education Program has established the following goals and student learning outcomes, which are assessed throughout the Teacher Education Program.

Education Program Goals

Goal I. Develop teacher candidates who understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Goal II. Develop teacher candidates who have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Goal III. Develop teacher candidates who understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

Goal IV. Develop teacher candidates who engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

Education Program Student Learning Outcomes (InTASC Model Core Teaching Standards)

Standard #1: Learner Development

The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Iowa Core Curriculum

The University of Dubuque Education Department supports the Iowa Core Curriculum and reflects this in the curriculum. Pre-service teachers will be required to use the Essential Concepts and Skills in their planning. The Five Characteristics of Effective Instruction, with emphasis upon differentiated learning and formative assessment, will be introduced throughout the education curriculum, reinforced in methods courses and emphasized during student teaching.

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
- Dress Code for all School-Based Field Experience and Student Teaching
In elementary and secondary classroom settings, professional attire is required. Professional attire includes an appropriate polo shirt, University of Dubuque polo, dress pants or khakis, slacks, dresses, and skirts. Midriff or tank tops, revealing necklines, mid-thigh skirts, and

yoga/exercise pants are not acceptable attire. No jeans, shorts, or T-shirts should be worn. Distracting accessories-that could disrupt learning are to be avoided. Personal hygiene and cleanliness are also important components of professional dress.

- In physical education settings, professional attire includes overall neat appearance, polo shirts or warm up jackets, and appropriate T-shirts. It should be noted that athletic warm ups are acceptable but “sweats” are not.
- Students should dress professionally for all presentations, practice teaching opportunities and practicum activities.
- 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 April Eimers, 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 evaluation conducted by the principal. The cooperating teacher (or designee) may also do this if the principal is unavailable.
- 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 Learning Outcomes, 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.
- Maintain a strong code of ethics which includes, but is not limited to, confidentiality, meeting all learner needs, and identifying and evaluating other ethical issues.

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 teacher's 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 of each teaching experience, including formative experiences when student teachers are teaching a limited load. 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, lesson plans, and videos of taped lessons as a basis for discussion about effective teaching. Keep dated records 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. This can be done during prep periods or periodically during the final week of student teaching.

- 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 need 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

University of Dubuque Approval to Student Teach Requirements

Student teaching, the culminating experience for the Education student, should take place the term before graduation. During the spring term of the academic year prior to the year when a student expects to student teach, an electronic Application to Obtain Approval for Student Teaching may be requested from the Teacher Education Secretary at 307 Smith Hall and must be completed and submitted to the Teacher Education Office no later than March 1. Approval is necessary before student teaching. Final approval for student teaching is dependent on the Teacher Education faculty's review of the following:

1. Admission to, and retention in, the Teacher Education Program
2. Application to Obtain Approval for Student Teaching (Due March 1st academic year prior to student teaching)
3. Academic transcripts to verify successful completion of all general education requirements, all professional education requirements, and content core requirements with a grade of C or higher. No incomplete or WIP grades may appear on the transcript except the current term, which must be completed in the current term.
4. Minimum cumulative grade point average of 2.75 or higher
5. Have an excellent disposition to teach. This includes a 1.5 average or higher on the UDTE Level I dispositions and a 1.75 average or higher on the UDTE Level II dispositions. Students who display behaviors, including academic dishonesty, that are in opposition to the University of

Dubuque Mission statement or values associated with the UD Wendt Character Initiative may not be accepted into the program.

6. All required school-based experiences have been successfully documented
7. Submission of a program portfolio that demonstrates a rating of “Met” in each of the program Learning Outcomes
8. Completion and submission of the Qualified, Caring, and Effective Educator (QCEE) certificate program requirements.

Approval for student teaching will be rescinded if a student does not maintain the above criteria during the term prior to student teaching.

Transfer students must consult with the Head of Teacher Education for their specific requirements, complete one term at the University of Dubuque and meet the above criteria.

Student Teaching Term Fees

There are additional fees and expenses attached to the student teaching term. At present the following fees apply to **all** student teachers:

- Approximately a \$75 fingerprinting/background check (split between Fieldprint Fingerprinting and the BoEE/IDoE)
- \$85 licensure fee (plus \$3 convenience fee) – goes to the BoEE/IDoE

Students will complete an online application with the BOEE and are responsible for paying these fees through the online application process of Fieldprint Fingerprinting and the BoEE/IDoE. They are not included in tuition. These fees can be taken out of a financial aid package, but it is the responsibility of the student teacher to make arrangements with the financial aid office to pay for these fees.

STUDENT TEACHING POLICIES AND PROCEDURES

Fraudulent and/or Illegal Behavior

Fraudulent or illegal behavior demonstrating poor character including but not limited to inappropriate use of social networking, inappropriate use of alcohol or drugs, use of offensive language, lack of respect to others, academic dishonesty, or other violations of the Board of Educational Examiners (BOEE) Code of Professional Conduct and Ethics may result in immediate removal from the Teacher Education Program and/or required courses.

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 30-mile radius of Dubuque. This policy ensures that student teachers: 1) meet the competencies of the program; 2) are fully supported by the University of Dubuque faculty; and 3) participate fully in the Senior Seminar which is a required part of the student teaching term. Placements meet necessary licensure requirements as described in Chapter 79 of the Iowa Code.

The Director of Student Teaching requests placements for student teachers in Dubuque and partner districts within 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. The Director of Student Teaching must approve all changes.

Texas, Colorado, DODEA, and Ireland Student Teaching Settings

The University of Dubuque Teacher Education Program currently has three approved sites for student teaching outside of the 30-mile policy: the Aldine Independent School District in Houston, TX; the Cleveland Independent School District in Cleveland, TX; and the Aurora Public Schools in Aurora, CO. We have established an alliance with these school districts and have qualified University supervisors trained in the competencies required for our program. Students requesting placement in Aldine, Cleveland, or Aurora must meet the criteria for request to student teach outside the 30-mile radius of Dubuque as described below.

Teacher candidates who elect to student teach at these sites must meet all the requirements of the UD Senior Seminar in addition to the Aldine, Cleveland, or Aurora student teaching seminars. Student teachers must return to the University of Dubuque following their student teaching and participate in the final requirements for licensure.

The University of Dubuque has a memorandum of understanding with the DODEA and is pursuing an agreement with Rosses Community School, in Dungle County, Ireland. Student teaching in these placements requires additional application materials, commitment, and costs. If you are interested in one of these placements, please meet with the Student Teaching Director in the year prior to student teaching. All other requirements formerly mentioned with Texas and Colorado placements also apply to DoDEA and Ireland placements.

Out of Area Placements

Distant placements other than with the Aldine Independent School District, the Cleveland Independent School District, the Aurora Public Schools, DODEA and Dungle County, Ireland are exceptions, not the rule! Exceptions to the current student teaching placement policy are granted on an individual basis. No more than 15% of the candidates in a year will be granted an exception to the policy. **All expenses incurred for any distance placement 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 with the application to student teach 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, such as evaluations and dispositions from the cooperating teacher and course instructor
4. 3.25 GPA
5. The Director of Student Teaching will seek recommendation from the student's advisor
6. Interview with the Director of Clinical Experiences

All requests are subject to the following:

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

Senior Leadership Seminar

Students are required to take EDU 495, Senior Leadership Seminar during the student teaching term. The seminar sessions are held at regularly scheduled times, either Saturday morning or after school during the week. Topics are discussed that are pertinent to student teaching: the law and ethics of teaching, behavior management techniques, and issues related to job searches. The seminar also provides an opportunity for student teachers to share, brainstorm, and learn from others' experiences in the classroom. Attendance at the seminar is mandatory. Student teachers are required to complete and defend an artifact-based and InTASC aligned portfolio to a minimum of two evaluators including members of the teacher education department and outside administrators. This portfolio defense will take place near the middle of the student teaching placement and will be repeated until the student teacher demonstrates successful completion of the requirements and acceptable alignment/understanding of the InTASC standards as they apply to their preservice practice. Senior seminar also includes a culminating Here I Stand presentation that is requirement for completion of the program.

The University of Dubuque Student Teaching Handbook provides a complete description of all policies and procedures related to student teaching. Copies of the Student Teaching Handbook are made available on the Teacher Education Moodle page.

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 required Teacher Education courses; 3) Completion of the University's General Education curriculum and a History or American Government course required by the Teacher Education Program with a grade of C or higher in every course; 4) Demonstrate competency in the program Learning Outcomes through the portfolio and student teaching rubric; 5) Online State of Iowa application for licensure and fingerprinting; 6) Baccalaureate degree; and 7) Recommendation of the Licensure Officer.

Disclaimer

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. Please direct specific questions to the BoEE/IDoE.

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. New students admitted to the Teacher Education program at the University of Dubuque will receive and sign an attestation document that notes the reciprocity of the Iowa license with their state of origin or a specific state they are seeking licensure in after completion of the program at the University of Dubuque. Licensure requirements and reciprocity are subject to change and acceptance of the attestation document and resulting "Met" or "Not Met" designation is only valid at the time of acceptance into the Teacher Education department. Information regarding reciprocity is available on the University of Dubuque website (www.dbq.edu) and is updated on an annual basis and secondarily validated by Teacher Education colleges and universities within the state of Iowa.

Degrees

The University of Dubuque grants the B.S., Bachelor of Science degree to Education majors. A final official transcript through the degree-granting institution must verify attainment of all course, program, and graduation requirements before recommendation for licensure can be made. Recommendation for licensure is made on the basis of the program currently filed and approved by the State of Iowa Board of Educational Examiners. It is important to note that programs on file with the State of Iowa Board of Educational Examiners have authority over any Teacher Education Program, which may be described or listed in the University of Dubuque catalog. Each Education student is responsible for knowing, understanding, and fulfilling all program requirements.

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. Excused absences would be days missed due to illness. Student teachers are **NOT** allowed to take a school day off to go shopping, go home early for an extended weekend, etc.

The leave of absence form must be completed any time student teachers are absent from the student teaching classroom. This includes any partial days missed. 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 Student Teaching 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 Director of Student Teaching. 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 two days' absence, the University supervisor, the Cooperating Teacher and the Director of Student Teaching 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 Student Teaching can grant the leave. If the requested absence is longer than one day's duration, the Director of Student Teaching 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.

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 PK-12 students are the legal responsibility of the cooperating teacher. Preservice teachers can apply for a substitute authorization to be used during breaks or after the completion of student teaching. This process will be discussed in the EDU 495 seminar.

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 by Friday of the week prior to 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 Student Teaching will be notified and appropriate action taken. It is suggested that the lesson plans be stored electronically on the student teachers UD account.

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 the Director of Student Teaching electronically through Livetext and by email to the University supervisor and cooperating teacher. 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 record a segment of teaching. One recording will happen early in the first eight weeks and the second will happen late in the second eight weeks. After both recordings are completed, student teachers are to view both and complete the analysis questions paying particular attention to the growth scene between the two lessons. The analysis form is to be submitted to the Director of Student Teaching. Student teachers are responsible to make arrangements with April Eimers, Education Administrative Assistant, to check out materials for recording their teaching. Rules for using the Department equipment must be adhered to.

Portfolio

Student teachers will submit portfolios at predetermined intervals throughout the first half of the semester. This submission of the portfolio must include two artifacts from student teaching with a defense statement for each of the program learning outcomes, 1-10. The Portfolio at this stage becomes more of a Work Sample. Note that this submission may require the student to include videos clips demonstrating competency and student data as evidence of student achievement. Through a portfolio defense, Student Teachers must demonstrate competency in each of the program learning outcomes at a met level or above to be recommended for licensure by the University of Dubuque Licensure Officer. The basis and requirements for the portfolio defense is discussed earlier in the student teaching handbook and will be revisited often during the student teaching placement.

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.

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 every fourth week for a 16 week placement and at least twice during an 8 week placement (weeks 3 and 5). A final, online evaluation will be completed for all placements. Specific dates for these requirements will be shared during EDU 495 and will also be provided to cooperating and supervising teachers. Some of the learning outcomes 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. This report can be done collaboratively between the cooperating and supervising teachers or completed separately by both the cooperating and supervising teacher.
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 progress reports. This evaluation should be used in the final conference with the student teacher and the University supervisor. A specific rubric for assigning a grade for student teaching will be shared with the student, cooperating, and supervising teachers.
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/observation report to the Director of Student Teaching.

5. In cases where supervising teacher experience/licensure is not aligned with the student teaching placement in both grade level and subject area, the cooperating teacher will be required to complete a minimum of two observations per each eight-week placement that will focus on deliver of content and related pedagogy. These observations will supplement the previously identified requirements for supervising teacher observation and reporting.
6. Cooperating teachers and University supervisors are also responsible for completing the online UD Dispositional and Evaluation tool with the final evaluation which evaluates the values, and professional ethics to become a “qualified, caring and effective” teacher. This report can be done collaboratively between the cooperating and supervising teachers or completed separately by both the cooperating and supervising teacher.

Student Teacher Self-Evaluation

The student teacher is responsible for selecting artifacts, recordings, and writing reflections that demonstrate competency in each of the program learning outcomes 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 or project 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 Student Teaching must be notified. A plan of assistance will be developed by the cooperating teacher, the University supervisor and the Director of Student Teaching 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’s 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 and 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 learning outcomes 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 University supervisor will be responsible for follow-up until the outcome is reached or adequate growth has been made or other options are sought.

Extending Placement or Withdrawing 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 Student Teaching 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 Dean for Undergraduate Studies, Dr. Joe Green, 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 learning outcomes, 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 to 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 Student Teaching will be consulted and may determine the final grade. A specific rubric for assigning a grade for student teaching will be shared with the student, cooperating, and supervising teachers.