



School of Education and Kinesiology

2020-2021

Bachelor of Arts in Education

Student Teaching Handbook

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Bachelor of Arts in Education Program (BAE)

Introduction

The information contained in this handbook pertains to the supervision and field-based mentoring of candidates within the PLU Bachelor of Arts in Education program. To find additional information, or related policies and procedures of the School of Education and Kinesiology, refer to www.plu.edu/education.

Administration

The following faculty and staff members are available to assist candidates, university supervisors, cooperating teachers, principals and district staff regarding our certification programs.

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Student Teaching Timeline

Teacher candidates begin student teaching with a minimum of 135 hours in classrooms during their first two semesters of the program. Teacher candidates are in the field for the entire academic year. The fall semester’s practicum is an opportunity for students to further develop management, assessment and instructional skills as they prepare for their student teaching experience this spring. Candidates will complete a minimum of 90 hours of practicum in the fall and 15 weeks of full-time student teaching in the spring. For candidates completing a dual endorsement (Elem/Sped or Elem/ELL) the practicum hours and student teaching time are split between the two placements. (A visual of the student teaching timeline can be found below.)

While the majority of candidates will carry out their student teaching experience in the spring of their senior year, there are always some who, for any number of reasons (e.g., illness, incomplete requirements, etc.) will not do so until the following fall semester. Fall Student teachers should begin their student teaching according to the district start date. Spring student teachers will begin their student teaching on February 8th, 2021.

BAE Student Teaching Timeline

Reading Endorsement

Fall Semester 90 Hours Total	J-Term 0 Hours Total	Spring Semester 15 Weeks Total
90 Hours Gen Ed	0 Hours	7 Weeks Gen Ed Full-Time ST

SPED Endorsement

Fall Semester 90 Hours Total	J-Term 0 Hours Total	Spring Semester 15 Weeks Total
60 Hours SPED 30 Hours Gen Ed	0 Hours	9 Weeks SPED 6 Weeks Full-Time ST 6 Weeks Gen Ed 3 Weeks Full-Time ST

ELL Endorsement

Fall Semester 90 Hours Total	J-Term 0 Hours Total	Spring Semester 15 Weeks Total
45 Hours ELL 45 Hours Gen Ed	0 Hours	9 Weeks Gen Ed 6 Weeks Full-Time ST 6 Weeks ELL 3 Weeks Full-Time ST

Dates for Full-Responsibility Student Teaching

Students begin full-time student teaching on February 8, 2021. Below is a suggested schedule for SPED, ELL, and Gen Ed student teaching. These dates are flexible. For example, if it works better for a SPED student to begin student teaching with the Gen Ed mentor teacher, the dates can be switched. What is important about the timeline is that mentor teachers and teacher candidates are communicating about the schedule.

Sample SPED Schedule - 15 Weeks Total:

SPED: Weeks 1-2 -- February 8 - 19: In the classroom full-time, assuming more classroom responsibility

SPED: Weeks 3-8 -- February 22 - April 2: Candidates assume full-responsibility teaching role

SPED: Week 9 -- April 5-9: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

GEN ED: Week 10 -- April 12 - 16: In second classroom full-time, assuming more classroom responsibility

GEN ED: Weeks 11-13 -- April 19 - May 7: Candidates assume full-responsibility teaching role

GEN ED: Weeks 14-15 -- May 10 - 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Sample ELL Schedule - 15 Weeks Total:

GEN ED: Weeks 1-2 -- February 8 - 19: In the classroom full-time, assuming more classroom responsibility

GEN ED: Weeks 3-8 -- February 22 - April 2: Candidates assume full-responsibility teaching role

GEN ED: Week 9 -- April 5-9: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

ELL: Week 10 -- April 12 - 16: In second classroom full-time, assuming more classroom responsibility

ELL: Weeks 11-13 -- April 19 - May 7: Candidates assume full-responsibility teaching role

ELL: Weeks 14-15 -- May 10 - 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Sample Reading Schedule - 15 Weeks Total:

Weeks 1-3 -- February 8 - February 26: In the classroom full-time, assuming more classroom responsibility

Weeks 4-10 -- March 1 - April 16: Candidates assume full-responsibility teaching role

Weeks 11-15 -- April 19 - May 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Practicum & Student Teaching Overview

Fall Practicum: Observation, Initial Teaching, Active Participation

- Candidates will spend a minimum of 90 hours in the field during the fall semester.
 - Reading Endorsement: 90 hours in GenEd
 - SPED Endorsement: 60 hours in SPED, 30 hours in GenEd
 - ELL Endorsement: 45 hours in ELL, 45 hours in GenEd
- Candidates will implement course based assignments, respond to cooperating teacher requests, demonstrate initiative for full inclusion into the school community, and begin teaching lessons.
- The University Supervisor will schedule a minimum of two interactions which includes a goal-setting conference and video observation.
- Candidates will assume increasing responsibility over the course of the semester.
- Dispositional assessments will be completed by the supervisor and cooperating teacher.

Spring Internship: Full Responsibility Student Teaching

- Candidates will begin full-time in the field on February 8, 2021 and will remain in his/her/their placement full-time for the entire PLU spring semester (until May 21, 2021).
- Full responsibility student teaching expectations by endorsement:
 - **Reading Endorsement**
 - 15 weeks in GenEd (minimum of 7 weeks of full-responsibility)
 - **SPED Endorsement - SPED Focus**
 - 9 weeks in SPED (minimum 6 weeks full-responsibility)
 - 6 weeks in GenEd (minimum of 3 weeks of full responsibility).
 - **SPED Endorsement - GenEd Focus**
 - 9 weeks in GenEd (minimum 6 weeks full-responsibility)
 - 6 weeks in SPED (minimum of 3 weeks of full responsibility).
 - **ELL Endorsement**
 - 9 weeks in GenEd (minimum 6 weeks full-responsibility)
 - 6 weeks in ELL (minimum of 3 weeks of full responsibility).
- Although candidates will be in the placement full-time beginning on February 8, they do not need to assume full-responsibility right away. Rather, candidates will gradually assume more responsibility until they take complete responsibility of planning, teaching, classroom management, and other duties. This includes preparing for all classes, grading, communication with parents and staff, as well as being involved in activities of the school.
- University supervisors will schedule a minimum of 4 structured observations.
- Candidates will complete the edTPA.
- A Mid-Term Assessment will be completed by the supervisor and mentor teacher. Feedback should be shared with candidates during a meeting with the cooperating teacher and/or supervisor in order to help the candidate strengths and areas for improvement.

- A Final Assessment Conference will occur with the teacher candidate, mentor teacher, and university supervisor. Each will complete a final assessment before the conference and the triad will come to an agreement on final assessment scores.

Candidate Expectations & Responsibilities

The year-long internship experience provides teacher candidates an opportunity to apply the knowledge, pedagogical skills, and values acquired throughout the program. Candidates will begin with observation and move to increasing responsibility including a minimum of 6-7 weeks of full-time full responsibility teaching during the Spring Semester.

Candidates are expected to adhere to the Washington State Code of Professional Conduct and the following professional obligations:

- Follow the mentor teacher's lead for arriving at and leaving the school.
- Provide supervisor with a classroom schedule that shows the daily routine and expected responsibilities.
- Participate in out-of-class responsibilities required of teachers (e.g. lunch duty, open house, faculty meetings, in-service workdays, parent-teacher conferences).
- Dress professionally and appropriately and follow school policies for casual dress days.
- Interact with students, faculty members, and school personnel in an ethical and professional manner.
- Be well prepared for all teaching sessions. Written lesson plans are required for each and every lesson taught and often need to be submitted 48 hours in advance.
- Discuss lesson plans with the cooperating teacher prior to their implementation.
- Contact the mentor teacher, school, and university supervisor (if requested) if an emergency or illness necessitates lateness or absence. Provide lesson plans during full responsibility or any planned teaching activity.
- Attend all scheduled required teaching seminars and other coursework.
- During spring internship follow the school district's schedule for holidays including spring break, NOT the university schedule.

University Supervisor Expectations & Responsibilities

The University Supervisor serves as liaison between the building administrators, mentor teachers, and the School of Education and Kinesiology. Supervisors are expected to conduct two “interactions” in the fall and five “interactions” in the spring. Other communication, such as phone calls, emails, and meetings are encouraged.

During site visits, the university supervisor will observe the candidate’s teaching, provide feedback on his or her progress, and support the edTPA. At the conclusion of student teaching, the university supervisor will meet with the candidate and cooperating/mentor teacher to assess the candidate’s progress. All visits, conversations, observations, and feedback should be documented thoroughly.

Below are the primary responsibilities of the university supervisor:

- **Minimum of seven interactions** over the year:
 - Fall:
 - One Teaching Video with Collaborative Conversation Feedback
 - One Conference for Goal-Setting and Self-Reflection with MT
 - Spring:
 - Four Structured Classroom Observations with Collaborative Conversation Feedback
 - One Final Evaluation Conference with MT
- Promptly bring any concerns to the attention of the Associate Dean and Coordinator of Field Placement using the Student of Concern form.
- Support the candidate through the edTPA process.
- Submit all assessment forms in a timely manner.
- If requested, complete a letter of recommendation for the candidate.

Mentor Teacher Expectations & Responsibilities

The mentor teacher (sometimes called the cooperating teacher) is the primary guide of the student teaching experience. The day-to-day contact with the candidate provides the best opportunity for the cooperating teacher to systematically guide the professional growth of the student teacher. For this reason, cooperating teachers are selected on the basis of experience and demonstrated excellence in the classroom.

The cooperating teacher has several major responsibilities with regard to the student teacher's professional education and preparation within the school environment. Below are some of the responsibilities of a Cooperating Teacher who is working with a pre-service teacher candidate from PLU.

Below are the primary responsibilities of the Mentor Teacher:

- Acquaint the candidate with building faculty, staff, students, and district policies including parent reporting, parent-teacher conferences, and records that are the responsibility of the classroom teacher. (Please invite the candidate to participate in parent-teacher conferences whenever possible.)
- Acquaint the candidate with classroom organization and explain its underlying philosophical rationale. Provide space (closet and desk) for the candidate. Provide teaching materials (textbooks, for example) and copies of the state, district curriculum guides, policies, and procedures.
- Create a semester plan with the candidate to gradually assume responsibility for teaching and the orderly return of the class to the teacher at the close of the semester.
- Review lessons and unit plans before they are taught, offering constructive feedback when necessary and encouraging careful preparation and planning of lessons.
- Observe and provide feedback to the student teacher whenever he or she teaches regarding quality of performance, keep the candidate informed of their progress.
- Work cooperatively with the university supervisor and principal for the improvement of the candidate's performance and promptly report to the university supervisor positive aspects of the candidate's performance as well as the concerns, problems or issues that need to be addressed by the team (e.g., mentor, candidate, and university supervisor).
- Complete and return all paperwork in a timely manner.
- If requested, complete a letter of recommendation for the candidate.

Other Student Teaching Procedures

Grades for Student Teaching

Student teaching is graded on a Pass/Fail basis. These grades appear on the teacher candidate's transcript as EDUC 402: Internship I and EDUC 455: Internship II. A "Pass" is based on the assessments completed by your University Supervisor and Mentor Teacher. A "Fail" will be discussed with the candidate, supervisor, Mentor Teacher, Field Placement Coordinator, and Associate Dean to determine possible next steps.

Failed Placements

There are two types of failed placements: requested changes and unsatisfactory progress.

Requesting a Change in Field Placement

We work carefully to make field placements for candidates that honor candidate preferences while working within the context of available placements in our partner districts. Candidates should strive to build a collaborative relationship with mentor teachers and recognize their willingness to support new teacher development.

You may have different management or teaching styles from your mentor teacher. We understand that this can be frustrating, but please know that you can learn from a variety of approaches and styles. Changes to placement are only made in extreme situations. Please consult with your supervisor if you are uncertain about your situation. A requested mid-program placement change is reviewed by the Field Placement Coordinator and Associate Dean prior to any change.

Unsatisfactory Progress

If a candidate does not make satisfactory progress toward demonstrating teaching skill and/or professional dispositions, it may result in a failed placement. Depending on the specific context and in consultation with the Field Placement Coordinator and University Supervisor, the Associate Dean may determine that a second placement for further growth is warranted. Two failed placements will result in removal from the program and/or no recommendation for certification.

Intern Substitute Certificates

All requests for Intern Substitute Certificates must be initiated through the Coordinator of Field Placement. PLU's policy regarding the approval of Intern Substitute Certificates is as follows: candidates must have successfully completed their student teaching

experience and submitted the edTPA. Upon approval, candidates can substitute in their student teaching classroom only.

Holidays and Breaks

All student teachers should adhere to the calendar of their assigned schools, observing school, not PLU, holidays and breaks. The length of the teaching day should be the same as for any certificated teacher in the assigned school and particularly aligned with the day of the cooperating teacher. The candidate's transition into teaching should be planned and gradual. While the rate of assumption of responsibility will necessarily vary somewhat, depending upon the readiness of the candidate and the comfort of the cooperating teacher, the suggested timeline below is a general overview of what to expect for your planning purposes. The main idea here is that the candidate has appropriate time to move smoothly from dependence to independence as a teacher.

Absences

All teacher candidates are expected to fulfill the required number of days/weeks of their student teaching internship. Days missed must be made up. If a teacher candidate is going to be late or miss a day, he/she/they must notify the schools office and Mentor Teacher. Some University Supervisors also request to be informed. If extenuating circumstances occur, the Associate Dean, Field Placement Coordinator, University Supervisor and Mentor Teacher will meet to discuss extending the internship (this results in a grade of "I" for in progress). Excessive absences will result in an extension of the student teaching internship, removal from the program and/or no recommendation for certification.

EdTPA

During a candidate's full time teaching experience, he/she/they will need to complete the Teacher Performance Assessment (edTPA). The edTPA is a comprehensive written and videotaped performance assessment of teacher skills required for certification by the State of Washington.

Student Teaching Best Practices

Teacher Candidates:

- May not participate in any job actions (strikes or picketing)
- May not administer or witness corporal punishment
- May not transport any student in their own vehicle
- May not visit students in their homes or in private
- Should always conference with students in an open, visible, and easily accessible place
- May not take any unsupervised responsibility for extracurricular events or activities, including school-sponsored trips