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INTRODUCTION

This Handbook is meant to guide cooperating teachers and university supervisors throughout the student teaching experience. If read carefully, most questions regarding the experience will be answered. Questions not addressed in the Handbook should be discussed with the university supervisor, the Director of Student Teaching, or the Associate Dean for Teacher Education. The Student Teaching Handbook outlines official policies of the Office of Student Teaching and Field Placement.

The major goal of student teaching is to provide an opportunity for the student teacher to make practical applications of knowledge, learning principles, and techniques of teaching. The cooperating teacher, the university supervisor, and the student teacher are a team. A key word in this endeavor is communication. Most problems occur when there is a breakdown in communication among team members. Therefore, all team members are encouraged to keep the lines of communication open and to work together to achieve a successful experience.

STUDENT TEACHING SUPPORT

Role of The Office of Student Teaching

The Office of Student Teaching, under the direction of the Director of Student Teaching and the Associate Dean for Teacher Education, has responsibility for serving as the liaison between teacher education programs in the School of Education and various school districts in order to schedule and implement arrangements for undergraduate and graduate student teaching. The Office of Student Teaching:

- implements all approved standards and policies governing student teaching;
- accepts applications from students who wish to register for student teaching and verifies that applicants meet eligibility requirements to student teach;
- arranges for placement of students for student teaching;
- creates and revises forms and materials necessary for evaluation and administration of the program;
- prepares and conducts seminars/workshops which assist student teachers for their pre-professional and professional careers.

Role of the University Supervisor

The university supervisor is the professional faculty/staff member from Duquesne University assigned to serve as a liaison between the Director of Student Teaching, the cooperating teacher, and the student teacher. In some cases, a student teacher may have more than one university supervisor. In most cases, a university supervisor will have responsibility for the supervision of more than one student teacher.

The principal responsibility of the university supervisor is to assist the student teacher in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skills, and resources to help the student teacher. Informal as well as formal observations early in the term and on a regular basis are imperative. Conferences with the student teacher and cooperating teacher should be arranged frequently.

The university supervisor should be especially vigilant of any problems that may develop between the student teacher and cooperating teacher. When difficulties arise, the university supervisor should strive to work toward a resolution between the student teacher and cooperating teacher. If the student teaching experience is deteriorating, the university supervisor must notify the Director of Student Teaching so that appropriate alternatives may be examined.
If the student teacher is experiencing instructional or behavioral difficulties, the university supervisor should contact the Director of Student Teaching and monitor and document the student teacher's progress. See Evaluation Policies.

Guidelines for University Supervisors

The university supervisor will maintain a folder for each student teacher. The folder will contain the observation/evaluation instruments, comments, suggestions, etc. The university supervisor, cooperating teacher, and student teacher should read all documents in the folder as they are generated, and each person should sign and date each document as required. The contents of the folder for each student teacher will be submitted to the Office of Student Teaching at the midterm point and the final point of the student teacher’s experience.

Specific responsibilities of the university supervisor include:

- working with the Office of Student Teaching in identifying appropriate school sites and qualified cooperating teachers;
- making pertinent information about the student teacher available to the cooperating teacher;
- furnishing the student teacher with pertinent information about the assigned school and cooperating teacher;
- becoming acquainted with the faculty, students, policies, curriculum, and facilities of the assigned schools;
- working with the school administration, the cooperating teacher, and the Office of Student Teaching to help the student teacher make the transition to a professional teacher;
- working closely with the cooperating teacher to avoid giving contradictory information to the student teacher;
- working with the cooperating teachers in evaluating the student teachers in terms of growth in skills and techniques in teaching;
- being available as a resource person for the assigned cooperating teachers and student teachers;
- helping student teachers analyze their teaching experiences;
- observing student teachers on a regular basis;
- holding conferences with the student teacher following each observation;
- providing constructive criticism through positive comments when applicable and, when negative comments are necessary, providing suggestions for improvement;
- reporting any major problems concerning a student teacher to the Director of Student Teaching;
- collecting all documentation from the cooperating teacher and student teacher and submitting pertinent data and the student teacher's final grade report to the Office of Student Teaching at the end of the semester (see ST1).

Evaluation of University Supervisors

At the end of the experience, the student teacher and cooperating teacher will have an opportunity to evaluate each university supervisor with whom they worked during the semester through an online survey. The survey will be sent via email. The data collected from these evaluations will be used to assist in improving the student teaching program. The name of the evaluator of each form will be kept confidential.

Role of the Cooperating Teacher

The cooperating teacher must meet the educational and certification standards of the State of Pennsylvania, hold at least an Instructional I certificate, and have at least three years of certified teaching experience in the school system. The cooperating teacher should be classified as a highly competent teacher, demonstrate expertise in the classroom, be skilled in interpersonal relationships, and be interested in guiding the student teacher. The cooperating teacher has one of the most critical roles in the teacher
education process. By assuming the responsibility of guiding a student teacher, the cooperating teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher.

The cooperating teacher undertakes very definite responsibilities in a program for educating teacher candidates. Essentially, the cooperating teacher is responsible for showing the student teacher how to put into practice the principles of teaching which have been learned at the University. The cooperating teacher inducts the teacher candidate into the practical work of teaching in such a manner as to maximize the effectiveness of a beginning teacher. The cooperating teacher must be willing to devote the time necessary to assist in the proper training of a new teacher. **If a teacher does not have the time to spend with the student teacher during and after school, then that teacher should not ask to serve as a cooperating teacher.**

The cooperating teacher and student teacher should schedule a conference time each week to evaluate progress and to plan for subsequent experiences. This conference time should be used to discuss teaching techniques and materials, to analyze problems which may have occurred, to assess areas of teaching that have been successful and unsuccessful, and to plan for the remainder of the experience.

Early identification of serious problems in student teaching is essential. If the cooperating teacher and the university supervisor determine that a student teacher's performance is not at an acceptable level, the Director of Student Teaching should be notified immediately. *See Evaluation Policies.*

**Guidelines for Cooperating Teachers**

Teachers who agree to guide the progress of a student teacher demonstrate a substantive interest in being a member of a team cooperating in the education of teachers. They recognize that student teachers are learners and, at the same time, accept them as professional associates, creating and maintaining an atmosphere that is conducive to learning and growth. To help student teachers learn and understand that teaching is stimulating, exciting, and satisfying, although complex, cooperating teachers need to have a thorough understanding of their responsibilities.

Specific responsibilities of the cooperating teacher include:

- preparing the learners for a second teacher in the classroom;
- orienting the student teacher to the physical facilities and to material resources such as those found in the library or the media area;
- providing the student teacher with a tentative schedule, classroom books, school handbook, desk and storage area;
- planning initial activities that will allow the student teacher to become involved in the classroom routine immediately;
- guiding the student teacher in analyzing and evaluating observations;
- increasing teaching responsibility as the student teacher shows evidence of ability to assume it;
- assisting the student teacher in performing routine duties and record keeping;
- establishing a time for the weekly conference;
- providing daily feedback on the student teacher's classroom performance;
- helping the student teacher analyze each lesson taught, determining strengths and weaknesses;
- working closely with the university supervisor to avoid giving contradictory information to the student teacher;
- checking daily lesson plans and long-range plans well in advance of their intended use;
- scheduling time for the student teacher to observe other classrooms;
- encouraging a positive attitude about supervision and the teaching profession.
**Suggested Induction Plan for Student Teachers**

**Initial Meeting and Conference**
1. Introduce yourself to the student teacher.
   a. Explain your philosophy.
   b. Talk about your expectations.
   c. Discuss goals.
2. Provide an overall picture of your students and your classroom.
   a. Provide the class roster(s).
   b. Talk about your perceptions of your classes.
3. Introduce the student teacher to the school staff. This could be done at a faculty meeting or by a note of introduction to staff.
4. Establish a weekly conference time.
5. Help the student teacher to become familiar with the school facilities.
6. Discuss general policies for classroom management.
7. Discuss responsibilities for materials and equipment.
8. Provide the student teacher with a desk, a school handbook, a daily schedule, teacher manuals, bus schedules, lunch/attendance forms, etc.
9. Exchange home and/or cell telephone numbers (suggested).

**First Day**
1. The cooperating teacher should involve the student teacher in observing:
   a. how students are called into a group;
   b. how students are dismissed from a group;
   c. verbal and non-verbal signals the teacher uses;
   d. how students get ready for lunch, go outside, go to the library, etc.;
   e. how class routines are established.
2. The cooperating teacher should provide the opportunity for interacting with the students by:
   a. working with large groups;
   b. working with small groups;
   c. helping individual students with seatwork, classroom assignments, projects, etc.

**First Week**
During the first week of the student teaching experience, the cooperating teacher should afford the opportunity for the student teacher to:
1. Learn the students' names by:
   a. writing brief observations of each student when applicable or having access to class roster(s);
   b. observing any special needs of the students;
   c. establishing individual relationships with the students;
2. Become familiar with management tasks by:
   a. taking responsibility for daily attendance, lunch count, lunch and/or milk monies;
   b. learning the procedures for transition of groups and activities.
3. Become familiar with grading procedures by:
   a. discussing which criteria are emphasized;
   b. discussing the report card used by the school system;
   c. learning the methods used for determining grades and for keeping records.
4. Engage in directed observation by:
   a. observing how a lesson is introduced, how a group is called together and dismissed, how new material is introduced;
   b. reviewing manuals and learning the procedures for using them.

5. Review the cooperating teacher's presentation by:
   a. following the teacher's written lesson plan;
   b. discussing the outcome of the lesson.

6. Study classroom management techniques by:
   a. noting management strategies that work with each class;
   b. establishing authority with the students.

7. Participate in the teaching process by:
   a. teaching a lesson to the entire group;
   b. teaching a small group activity planned by the cooperating teacher;
   c. working with individual students who are having difficulties;
   d. assuming more classroom responsibilities, depending upon the readiness of the student teacher; some need more time to gain confidence.

8. Plan for teaching a unit by:
   a. selecting a topic from several provided by the cooperating teacher;
   b. determining deadlines for teaching a unit.

9. Provide new teaching materials by:
   a. creating a classroom aid, game, or bulletin board;
   b. introducing the game, activity, or bulletin board to the class.

Second Week
During the second week, the student teacher should begin to assume a more active role in instruction and decision-making. The cooperating teacher should afford the opportunity for the student teacher to:

1. Increase responsibility for instruction by:
   a. planning to meet students' individual needs;
   b. evaluating the cooperating teacher's plans and actual teaching to see why certain activities were carried out or were changed;
   c. differentiating among types of questions asked by the cooperating teacher and understanding why different types of questions are used;
   d. listening carefully to students to be able to respond in an appropriate manner.

2. Assume specific academic responsibility by:
   a. accumulating unit materials from the resource center;
   b. taking responsibility for one group activity such as teaching a reading group or a specific class;
   c. taking responsibility for planning and presenting a classroom demonstration or lab experiment;
   d. teaching an art or music lesson;
   e. leading a group discussion.

3. Assume the role of the teacher by:
   a. making decisions based on the cooperating teacher's rules and policies;
b. being aware of the effect of the cooperating teacher's verbal and nonverbal behavior;
c. solving discipline problems consistent with policies acceptable to the cooperating teacher
   and those more formal policies of the school and school district.

Third Week and Beyond
As maturity and confidence increase, the student teacher should be given additional responsibilities in
instruction and decision-making until he or she is able to assume full-time teaching. According to PDE,
student teachers must assume responsibility for full time teaching for ½ of the student teaching
experience. The student teacher should be given ample feedback from the cooperating teacher at an
appropriate time following each presentation.

Evaluation of Cooperating Teachers
At the end of the semester, the student teacher and university supervisor will have an opportunity to
evaluate each cooperating teacher with whom they worked during the semester through an online survey.
The surveys are sent via email. The data collected from these evaluations will be used to assist in
improving the student teaching program. The name of the evaluator of each form will be kept
confidential.

Role of the School Principal
The principal, as the academic leader of the school, plays a significant role in the student teaching
program. The principal is responsible for identifying experienced and competent cooperating teachers to
participate in the student teaching program. The principal should prepare the faculty for the arrival of
student teachers and assist student teachers in adjusting to the total school program.

Specific responsibilities of the principal include:
- becoming familiar with the University's student teaching program;
- assisting the student teachers in initial orientation to the school;
- becoming familiar with the student teachers assigned to the school and assisting in their
development;
- communicating with the Director of Student Teaching concerning problems that may arise.

The principals of the participating schools are important members of the team responsible for excellence
in the student teaching program. They give direction and leadership to the entire program of instruction
in the school. Their influence is reflected in the attitudes and relationships of faculty members, staff and
student teachers.

STUDENT TEACHING DURATION

Student teaching should closely approximate a full-time working experience of no less than 15 weeks in
the fall semester and 16 weeks in the spring semester, and no less than 525 hours.

Student Teaching Abroad
In keeping with Duquesne University’s mission and the School of Education’s vision to develop leading
teachers for service in the world’s schools, students have the opportunity to complete eight (8) weeks of
student teaching abroad and twelve (12) weeks of student teaching in the Pittsburgh area. If teacher
candidates apply to do this, arrangements for school placements will be made through the Office of
Student Teaching.

Since abroad student teachers begin their local placements in mid-March, their student teaching
experiences extend through the last day of school for their host school.
ATTENDANCE

1. Duquesne University student teachers will follow the schedule of a full-time teacher. Student teachers are expected to be in their classrooms every day at the designated times stipulated by the school or district. Student teachers are expected to keep the same hours as the regular teachers and attend seminars, school staff meetings, and in-service meetings with the regular faculty. Variations in schedules must be approved by the Director of Student Teaching.

2. Attendance is mandatory. Absences are not permitted and may result in a failing grade.
   a. Exceptions will be considered on a case-by-case basis. The Director of Student Teaching will review missed time to determine if make-up days are required. If an emergency makes it necessary to be absent from the student teaching assignment, the cooperating teacher and university supervisor must be contacted by the student teacher as soon as possible. In addition, the student teacher must send an email to them and to the Director of Student Teaching. If the cooperating teacher cannot be reached, the student must call the school office and leave a message with the secretary or the principal.

3. Student Teacher workshops and seminars are mandatory, and all students are required to attend. Students are also highly encouraged to attend the PERC job fair in the spring. Required meetings and job fairs endorsed by Duquesne University are considered excused absences. Requests to attend out-of-state job fairs or interviews must be made in writing to the Director of Student Teaching.

GUIDING PRINCIPLES

A meaningful student teaching experience is governed by essential guiding principles. The program of student teaching should:

1. plan for the student teacher, but at the same time consider the welfare of the student who is to be taught and meet the procedures and requirements of the university, the certifying agency, and the school system;
2. recognize that the student teacher is still a learner;
3. consider the readiness of the student teacher for new or different experiences;
4. provide for individual differences in student teachers, capitalizing on unique abilities;
5. adjust to meet the needs of student teachers and the environment in which they are placed;
6. apply the democratic process in dealing with student teachers, students, parents, and other professionals in the school;
7. develop and model a code of professional ethics that will be understood and followed;
8. encourage initiative and originality;
9. encourage open mindedness in the student teacher and a willingness to accept constructive feedback;
10. facilitate a caring and supportive relationship between the cooperating teacher and university supervisor aimed toward producing a successful student teacher who will represent the School of Education and Duquesne University in an appropriate manner.

Operational Guidelines for Student Teachers

Student teachers must follow the academic calendar of their host school, not Duquesne University’s calendar.
1. Student teachers have been exposed to many ideas about teaching and curriculum during their pre-
student teaching course work at the University. The student teacher should be allowed, within the 
bounds of reason, to experiment with different teaching methodologies in order to find a teaching 
style that is most successful.

2. All parties concerned with student teaching should remember that this course is a learning experience 
for the student teacher. The student teacher should not be expected to be an accomplished, finished 
product or a perfect reproduction of either the university supervisor or the cooperating teacher. The 
cooperating teacher and university supervisor should work with and evaluate the student teacher in 
terms of strengths, weaknesses, and progress being made toward becoming a competent professional.

3. Student teachers are required to prepare and submit **lesson plans** to their cooperating teacher prior to 
lesson implementation. The level of detail required of lesson plans may depend on the success and 
progress of the student teacher. This is a judgment that should be made jointly by the cooperating 
teacher and the university supervisor. The types of lesson plans submitted usually progress from 
detailed plans to outline plans. All lesson plans must include Objectives, Standards, Materials, 
Procedure, and Assessment. Adaptations for students with special needs should be included, if 
necessary. A self-evaluation piece should be written after the lesson has been taught by the student 
teacher and attached to the lesson plan.

4. Student teachers must become familiar with policies, regulations, and procedures required at the 
assigned school as soon as possible. The cooperating teacher should provide a district or school 
policy manual for study.

5. Student teachers, though students by University standards, are in most cases regarded as members of 
the faculty at the school/agency assigned. Student teachers are expected to maintain standards of 
dress and appearance that conform to the established policies of local school authorities. Implied in 
this statement are the qualities of good posture, dignity, and professional appearance. This includes 
length and style of hair, beards and moustaches, visible tattoos and piercings, style of dress, and other 
matters of appearance and personal hygiene. The student teacher should observe other teachers and 
ask the cooperating teacher and/or principal for guidance.

6. Student teaching at Duquesne University is a full-time experience. Student teachers are expected to 
be in their classrooms every day at the designated times stipulated by the school or district. Student 
teachers are expected to keep the same hours as the regular teachers and attend seminars, school staff 
meetings and in-service meetings with the regular faculty. Variations in schedules must be approved 
by the Director of Student Teaching and in consultation with the University Supervisor and the 
Cooperating Teacher.

7. Student teachers should remain alert to any hazards which may affect students during instructional 
activities. Safety instruction should be a vital part of planning any student activity. Physical 
education, industrial arts, laboratory activities, and playgrounds require special attention. **Any school 
activity must be properly supervised, and students appropriately cautioned about hazards.**

8. Although schools have limited budgets for materials, librarians, and media specialists, they generally 
support material usage for the classroom. The student teacher should meet with school personnel to 
learn the policies for securing materials. **The student teacher is responsible for learning correct 
procedures for checking out materials and returning them to their proper place. Failure to 
properly return materials will result in an incomplete grade for student teaching.**
9. Student teachers should refrain from giving individual gifts to the students. If the cooperating teacher, however, plans to give gifts to the class, the student teacher may share in the expense, if desired, and be a part of this kind of giving.

**STUDENT TEACHER REQUIREMENTS**

**Observations (ST 23)**
At some time during the semester, the student teacher should observe in other classrooms, at other grade levels, in contrasting situations, etc. Arrangements for these observations should be made by the cooperating teacher and approved by the university supervisor and school principal, if necessary. The amount of time devoted to this activity should be negotiated by the cooperating teacher and the university supervisor. For a 15-week placement, at least three observations are required; for study abroad, at least one international observation and two local observations are required.

**Lesson Plans**
Good planning is essential for good teaching. **Lesson plans are required for every lesson taught throughout the semester.** The policy and format governing daily lesson plans will be a joint decision of the cooperating teacher and the university supervisor. The minimum necessary components of daily lesson plans are as follows:

1. **Specific Objectives.** The objectives of the lesson should be clearly stated and measurable so that the projected outcome is easily identifiable and understood by the student teacher and students.

2. **Procedure.** The procedure should be specifically described so that the cooperating teacher and/or university supervisor are aware of how the student teacher intends to accomplish the objectives.

3. **Materials.** The materials necessary for achieving the objectives of the lesson should be listed on each plan. This aids the cooperating teacher/university supervisor in the evaluation of the plan and facilitates daily preparation for each lesson.

4. **Student Assessment.** The means used to evaluate student learning should be identified. How will the student teacher know that the objectives of the lesson were accomplished?

5. **Self-Evaluation.** The habit of self-evaluation and reflection should be developed. Critical self-evaluation leads one to develop skills in examining strengths and weaknesses to foster self-improvement. This should be done following the lesson and attached to the lesson plan.

6. **Identification of Standards.** School districts have different requirements for the preparation and submission of lesson plans. The Pennsylvania Department of Education recommends that every student teacher aligns the plans with the Pennsylvania Academic Content Standards. The Pennsylvania Academic Content Standards can be found at: [http://www.pde.state.pa.us](http://www.pde.state.pa.us) or [www.pdesas.org](http://www.pdesas.org). Similarly, professional organizations have developed standards for their respective content areas. The PA and/or professional organization standards must be integrated into lesson plans.

Lesson plans must be submitted to the cooperating teacher according to the time schedule set by the cooperating teacher, and no less than **72 hours before** the student teacher is to teach the lesson. This will give the cooperating teacher an opportunity to review the plan and to make suggestions or revisions, if necessary. Lesson plans are to be filed in the student teacher's portfolio which is to be available to the supervisor on each visit to the school. Students are required to word process their lesson plans.
Lesson plans for any formal observations by the cooperating teacher or university supervisor and all lesson plans used in the exit portfolio must follow a format approved by a Duquesne School of Education professor in the student teacher’s program or content area. Lesson plans for formal observations must be submitted to the cooperating teacher or university supervisor according to the time schedule set by the cooperating teacher or university supervisor, and no less than 72 hours before the student teacher is to be observed teaching the lesson.

Weekly E-Reports: At the conclusion of each week, students are required to submit an electronic report as a Word attachment to their university supervisor via email. Each entry should be approximately one page in length. The E-Reports will be read and responded to in a timely manner. This evidence of growth is necessary for the students to stay on task, refine their strategies, and maintain a professional relationship with the school community.

The report should address, but is not limited to, the following questions:
- What additional feedback would I like to receive from my cooperating teacher that could help me improve as a Leading Teacher?
- Was sufficient time allotted for conferencing with my cooperating teacher following the lessons?
- Does the cooperating teacher encourage creativity in lesson planning?
- In what areas do I think I need the most improvement and can this be discussed during the next visit?

Student Teaching Weekly Report of Hours (ST3)
The Student Teaching Weekly Report of Hours was designed to help the student teacher monitor hours spent on various activities and reflect upon the quality of engaged time. The report should be completed by the student teacher each week and signed by the cooperating teacher as validation. The last week of the cumulative reports must be submitted to the supervisor as part of the final documentation of the experience. There are several categories on the form:
- Teaching (classroom, large or small group instruction, tutoring)
- Observation
- Science lab preparation
- Out of class activities (field trips, extracurricular activities)
- Preparation hours (in-school only)
- Professional Development (parent/teacher conferences, faculty/team meetings, workshops, seminars, DU job fairs)
- Lunch, recess or hall duty
- Conference with cooperating teacher and/or university supervisor

A 15-week student teaching experience at roughly 35 hours per week approximates a 525-hour experience. Those are in-school hours. Students who become involved in extracurricular activities or after-school tutoring will have more total hours recorded due to more hours spent in these activities.

The Leading Teacher Program Exit Survey
Teacher candidates will complete an exit survey to provide feedback on their experiences while in the Leading Teacher Program (LTP). The results will be used to improve the effectiveness of the Leading Teacher Program and for annual accreditation reports. The results of the survey are confidential given that the names of candidates are not associated with the survey responses. The completion of this survey is a part of the candidate's exit assessment from the LTP and is a requirement for graduation.
EVALUATION

Evaluation Forms
There are several forms designed to evaluate the competence of the student teacher.

The Student Teacher Performance Indicators (ST4) is a reference list of statements which define each performance area on the Student Teacher Observation Record (ST5). Observers should refer to this list when completing the analysis section on the Observation Record (ST5).

The Student Teacher Observation Record (ST5) allows the observer to record classroom observations sequentially and to analyze the recorded data in four performance areas utilizing the Performance Indicators.

Cumulative performance data from observations on the Student Teacher Observation Record (ST5) are recorded on the Student Teacher Midterm Evaluation (ST6) and the Student Teacher Final Evaluation (ST7) which are to be completed by the cooperating teacher in collaboration with the university supervisor. Competence must be evaluated ultimately on the basis of past performance. Evaluation of student teacher competence in each of the competency areas should be derived from the performance data represented on the Observation Records (ST5). The ST6 and the ST7 provide for qualitative evaluation.

The university supervisor will complete two PDE 430 (Pennsylvania Department of Education Principles of Learning Assessment) forms for midterm and final evaluations.

Evaluations by University Supervisors
To assist in the evaluation of student teachers, university supervisors must follow the standardized evaluation procedures in the Student Teaching Handbook. Individual supervisors may establish, within reason, additional requirements to those set forth in the Handbook. Where questions arise concerning procedures and requirements established by cooperating teachers, the final decision will be left to the Director of Student Teaching.

1. University supervisors are expected to maintain a folder for each student teacher assigned to them. The folder should contain appropriate documentation and evaluation of the student teacher's performance (see ST1 Supervisor Checklist).

2. The university supervisor must conduct a minimum number of formal observations using the ST5 Student Teacher Observation Form. The number of formal observations using the ST5 will vary based on the length of the experience. Following each of these formal observations, the university supervisor must conduct a conference with the student teacher and, if possible at the time or soon thereafter, with the cooperating teacher. The evaluation forms must be signed by the supervisor and the student teacher either manually or with their electronic signatures.

3. University supervisors must complete one midterm and one final evaluation of each student teacher for each 15-week placement during the semester using two PDE 430 forms. When students have dual assignments during the semester, the university supervisor should complete only one PDE 430 for each placement. Depending on circumstances, student teachers may or may not have the same supervisor for both placements. The supervisor for the first placement will complete one PDE 430 and the supervisor of the second placement will complete the final PDE 430. Both of these evaluations should be discussed, signed, and dated by the student teacher and the supervisor, and copies placed in his/her portfolio.

The midterm PDE 430 is formative and the final PDE 430 is summative. A Satisfactory rating (1) in each of the four categories, resulting in a minimum total of at least (4) points, must be achieved on the
final summative rating to favorably complete this assessment with a passing grade. The four categories are Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. The ratings for each category are Exemplary, Superior, Satisfactory, and Unsatisfactory. The evaluation of the student teacher competence should be derived from the performance data represented on the Observation Records (ST 5).

4. The final Student Teaching Weekly Report of Hours (ST 3), Student Teacher Midterm and Final Evaluations (ST 6, 7, and 2 PDE 430 forms), and the Final Grade Report (ST22) should be placed in the student teacher's folder at the end of the semester and submitted to the Office of Student Teaching. **It is the responsibility of the university supervisor to ensure that all forms are completed and signed by all participants prior to submitting them to the Office of Student Teaching at the end of the semester.**

5. All forms are due in the Office of Student Teaching within one week of the last day of student teaching.

**Evaluations by Cooperating Teachers**

To assist in the evaluation of student teachers, cooperating teachers must follow the standardized evaluation procedures in the Student Teaching Handbook. Individual cooperating teachers may establish, within reason, additional requirements to those set forth in the handbook. Where questions arise concerning procedures and requirements established by cooperating teachers, the final decision will be left to the Director of Student Teaching.

1. Cooperating teachers should maintain a folder for each student teacher assigned to them. The folder should contain appropriate documentation and evaluation of the student teacher's performance.

2. Cooperating teachers must make a **minimum of five formal evaluations** (for a 15-week placement) and a minimum of four formal evaluations (for a 12-week placement) of the student teacher's performance at various times throughout the semester. During each of these evaluations, the cooperating teacher should complete one ST5 (Student Teacher Observation Record). Following the observation or as soon as practical thereafter, the cooperating teacher should review the observation data with the student teacher and provide suggestions and comments to reinforce positive and effective teaching behaviors and to eliminate negative and ineffective teaching behaviors. Each of these evaluations should be **signed by the student teacher** (either manually or with the electronic signature) and a copy placed in the student teacher's portfolio for the university supervisor’s review.

3. Cooperating teachers must complete one midterm evaluation of the student teacher using form ST6 (Student Teacher Midterm Evaluation). Midterm for one-year internships occurs at the conclusion of the assigned school district’s first semester.

4. Cooperating teachers must complete one final evaluation of the student teacher using form ST7 (Student Teacher Final Evaluation). The ST22 (Student Teacher Final Grade) is to be completed with the university supervisor at the end of the experience. The Observation Records (ST5), Student Teacher Midterm Evaluation (ST6) and Student Teacher Final Evaluation (ST7) **forms must be given to the university supervisor** who will submit the documents to the Office of Student Teaching.

5. Cooperating teachers must complete the University Supervisor Evaluation by the Cooperating Teacher. A link to an online survey will be emailed to all Cooperating Teachers. The evaluation is an online confidential survey, which will be submitted to the Office of Student Teaching.
Conferences provide opportunities for the student teacher, the cooperating teacher, and the university supervisor to work together and collaborate as professionals. The primary purpose of most conferences is to provide guidance for the student teacher in developing and improving teaching competencies. At the first conference, the cooperating teacher, the university supervisor and student teacher should make long range plans based on guidelines and suggestions provided in the Student Teaching Handbook. Subsequent conferences provide an opportunity to discuss matters that can help the student teacher to acquire strategies for remediation, improvement, or maintenance of teaching behaviors. The most appropriate time for a conference is immediately following the observation of a lesson. A delayed conference session could allow the student teacher to continue to practice an ineffective skill or technique. The data collected during an observation serves as a basis for discussion at the conference.

The cooperating teacher should schedule a weekly conference with the student teacher. This conference is in addition to the short, informal discussions that occur during the normal school day.

The university supervisor should arrange a time and place for conferring with the student teacher following each observation. If it is not convenient to hold a conference immediately following an observation, one should be planned as soon as possible.

Each situation is unique, but the following topics are common to most conferences:
- plans for effective observation and data gathering
- classroom management
- plans for evaluating student progress
- plans for instruction (lesson plans, units, field trips, demonstrations)
- self-evaluation by the student teacher

The conference is an important event in the student teaching experience. Conferences held early in the term will set the tone of the experience and may prevent problems in the future. Each conference should be directed toward helping the student teacher to become a self-analyzing, reflective professional.

<table>
<thead>
<tr>
<th>NAME</th>
<th>CODE</th>
<th>COMPLETED BY</th>
<th>NUMBER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher Observation Evaluation</td>
<td>ST5</td>
<td>Cooperating Teacher and Supervisor</td>
<td>At least 5 times for cooperating teachers and 2 times for supervisors.</td>
<td>This form allows the observer to record classroom observations sequentially and to analyze the recorded data in 5 performance areas utilizing ST4, Student Teacher Performance Indicators.</td>
</tr>
<tr>
<td>Student Teacher Midterm Evaluation</td>
<td>ST6</td>
<td>Cooperating Teacher</td>
<td>1 time at mid-term</td>
<td>Completed for all placements. Ratings are: Progressing or Not Progressing.</td>
</tr>
<tr>
<td>Student Teacher Final Evaluation</td>
<td>ST7</td>
<td>Cooperating Teacher</td>
<td>1 time at final for 15-week placement</td>
<td>The University Supervisor, Cooperating Teacher, and Student Teacher should discuss. Grades are listed as: Pass or Not Pass.</td>
</tr>
<tr>
<td>Final Record of Student Teacher Experience</td>
<td>ST22</td>
<td>University Supervisor and Cooperating Teacher</td>
<td>1 time at completion of experience</td>
<td></td>
</tr>
<tr>
<td>Student Teacher Evaluation</td>
<td>PDE 430</td>
<td>University Supervisor</td>
<td>2 times - Once at midterm and once at final.</td>
<td>Exemplary, Superior, Satisfactory, and Unsatisfactory Ratings; Midterm is formative; Final is summative.</td>
</tr>
</tbody>
</table>
Grades

Policy:

Only four grades are possible in student teaching: Pass, Not Pass, Withdrawal, or Incomplete. To receive a Pass grade, the student teacher must achieve a rating of at least “Satisfactory” in each of the competency areas of the final PDE 430.

In the event it becomes necessary to withdraw from student teaching, no partial credit can be earned for the student teaching course.

Evaluation Policies

The cooperating teacher and the university supervisor should be as open and candid as possible in their evaluations of the student teacher. The student teacher should be fully aware of the assessment of his/her performance at all times. Each semester, the Office of Student Teaching will distribute a calendar which identifies the midterm date. Cooperating teachers and university supervisors should have at least fifty percent of their observations completed by the midterm. Each student teacher will receive formal midterm evaluations (PDE 430 and ST6) from the university supervisor and the cooperating teacher. The university supervisor and the cooperating teacher should share their respective evaluations and communicate them to the student teacher. This evaluation should be a joint effort between the university supervisor and the cooperating teacher. All evaluation forms up to, and including, the midterm evaluations are to be submitted to the Office of Student Teaching no later than one week after the midterm date of the student teaching experience.

The evaluations should represent the assessment of the student teacher's performance by the university supervisor and cooperating teacher at this juncture. Exemplary or Superior performance should be recognized and reinforced. If, however, the student’s performance is considered satisfactory or unsatisfactory, this must be communicated clearly and as early in the experience as possible. Overall satisfactory or unsatisfactory ratings, require a written Professional Growth Plan.

When a problem is identified, the evaluator must submit to the Director of Student Teaching, in written form, documentation or evidence of issues. The evaluator and the Director of Student Teaching must maintain written records of all meetings and discussions. The Director of Student Teaching will provide a memo to the Associate Dean for Teacher Education and respective program directors to bring to their attention the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated.

Step One: If, no later than midpoint of the placement, the performance of a student teacher is evaluated by the cooperating teacher and/or the university supervisor as unsatisfactory, and if the prognosis for future satisfactory performance is questionable, the university supervisor must inform the Director of Student Teaching. A conference may be scheduled to include, but not limited to, the student teacher, the cooperating teacher, the university supervisor, the Associate Dean for Teacher Education, and if necessary, the school principal.

Step Two: The university supervisor and/or cooperating teacher, in consultation with the Director of Student Teaching, will create an improvement plan with action steps, dates of completion, and expected outcomes. If the problem is content related, a content expert may be involved in the creation of the plan; if the problem involves pedagogy, dispositions, or other related issues, the faculty advisor may be involved in the discussions and/or the plans. All plans must be approved by the Associate Dean and the respective Program Director.
There are two possible outcomes in Step Two:

- **Outcome 1:** If the student teacher follows the plan and performance improves, the progress will be reported, in written form, to the university supervisor, cooperating teacher, Director of Student Teaching, the Program Director, and Associate Dean for Teacher Education. The student teacher may continue with the assignment.

- **Outcome 2:** If the student teacher does not improve, additional steps may be issued, and decisions will be made dependent on the nature of the problem, including failing or removal from the student teaching placement.
  
  - **Decision A:** Based on documented evidence, an additional support plan may be created with actions steps, dates for completion, and expected outcomes. The plan will be constructed by the university supervisor, cooperating teacher, and Director of Student Teaching and approved by the Associate Dean for Teacher Education and the respective Program Director. The outcome of the additional plan will be evaluated by the cooperating teacher, university supervisor, respective Program Director and Associate Dean of Teacher Education. The decision will be communicated to the student teacher concerning the assignment.

  - **Decision B:** If the student teacher is permitted to continue Student Teaching at another time and/or location, the Director of Student Teaching will assign an IP (In Progress) grade and extend the student teaching assignment in the same semester, if possible, or within the next two subsequent academic semesters.
    - The student teacher must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course. *The costs of additional supervision (university supervisor and cooperating teacher) for the extended experience will be the responsibility of the student teacher.*

  - **Decision C:** After reviewing the documentation with the Program Director, the decision may be to terminate student teaching completely. A meeting of the Director of Student Teaching, University Supervisor, Associate Dean of Teacher Education and the Program Director will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the parties mentioned above will meet with the student to explain the reason for the termination and will advise the student teacher of the option to completely withdraw from the current semester. The Complete Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further student teaching placements by Duquesne University’s School of Education.

All student teachers and interns must adhere to the *Pennsylvania Department of Education Code of Conduct* (Appendix B). Any teacher candidate, whose behavior is considered unprofessional by the cooperating teacher, university supervisor, or principal, may be removed immediately from the assignment by the Director of Student Teaching or by school district administrators. Meetings with the student and appropriate parties will be conducted and decisions will be made with regard to the academic future of the student.

Student Teaching is a Duquesne University course. In the final analysis, School of Education personnel are legally responsible for the grade a student teacher receives and for the subsequent recommendation for teacher certification. The cooperating teacher's grade recommendation will be extremely influential and, in most cases, the cooperating teacher and university supervisor will agree on the overall evaluation. In cases where the university supervisor and cooperating teacher disagree on the final rating, every
attempts should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the cooperating teacher, the university supervisor, and the Director of Student Teaching. Hopefully, a consensus can be reached. Note again, however, that the final grade is the legal responsibility of the University, namely, the Director of Student Teaching.

**SUBSTITUTE TEACHING WHILE ENROLLED AS AN UNDERGRADUATE IN THE LEADING TEACHER PROGRAM**

**Preface.** In the interest of best serving the needs of Duquesne teacher candidates, it is important to avoid any potential conflict in the responsibilities candidates have when placed in schools. Teacher candidates are expected to focus on learning and practicing their developing teaching skills. Teacher candidates are not expected to take on full responsibilities for teaching until their programs are completed.

**Policy:** Substitute teaching while enrolled as an UG in the Leading Teacher Program

Teacher candidates are **not permitted** to be employed as a substitute teacher while Duquesne University classes are in session (from the day classes begin until the last day of the term, fall or spring, as indicated by the university’s academic calendar, including days off on the university calendar such as breaks, holy days, and holidays).

In addition, students placed in a school for field experience or student teaching experience may not serve as substitute teachers during their placements. The only exception to this rule is student teachers, who having completed all coursework and the total number of weeks of their student teaching experience, may begin substitute teaching.