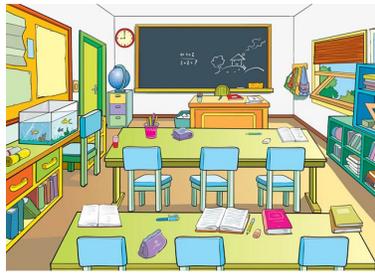


DUQUESNE UNIVERSITY
School of Education
Student Teaching Syllabus
SPRING 2021

Program	Undergraduate	Graduate	Program Director Name and E-mail
Credits	12 credits	3 or 6 credits	
PreK-4	LTEC 492	LTEC592	Dr. Christopher Meidl; meidlc@duq.edu
Middle Level	LTML 492		Dr. Karen Levitt; levitt@duq.edu
Secondary	EDLS 492 EDLS 493 (6 credits)	GSCE 589	Dr. Karen Levitt; levitt@duq.edu
Special Education	N/A	GSPE 690	Dr. Kinsey Wright; wrightk1@duq.edu

Office of Student Teaching Contact Name and Title	Contact E-mail
Cindy Laspina , Director of Student Teaching & Field Placement	laspinac@duq.edu
Neena Sabherwal , Assistant to the Director of Student Teaching & Field Placement	sabherwaln1@duq.edu



I. COURSE INTRODUCTION

Student teaching generally is regarded as the most significant component in a teacher education curriculum. It represents the bridge between professional preparation and professional practice. By definition, student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a group of learners over a period of consecutive weeks.

II. SCOPE OF THE COURSE

This capstone course is the application of learned theories, practices, content, and resources in a classroom setting for an academic content area. Teacher candidates demonstrate the culmination of the development of their knowledge, skills, and dispositions in a K-12 classroom setting.

III. COURSE GOALS

The participants in this course will:

- A. Apply knowledge and skills for the purpose of impacting student learning.
- B. Demonstrate dispositions consistent with those described in the Leading Teacher Program and professional standards in their field.
- C. Examine their personal beliefs about teaching and learning in order to develop and refine a personal philosophy of teaching and learning.
- D. Demonstrate readiness for independent functioning as a teacher consistent with the standards and competencies as described in the *Leading Teacher Program* (see attached document for competencies of the Domains and Themes of the Leading Teacher Program)

V. GENERAL CONDUCT OF THE COURSE

A. Professionalism

Learning to teach includes the development of professional beliefs, attitudes, courtesies, and behaviors expected by the teaching profession. Demonstrating the belief that learning is a life-long process through reflection on one's own work is of significant importance throughout the student teaching experience. Although the university is a different climate and context than a K-12 classroom, these professional habits make a statement to your mentor teacher, university supervisor, building principal, professors and other professional colleagues about your intentions as a classroom teacher. The professional habits that are expected include remaining open to suggestions from the mentor teacher, the university supervisor and any other professional colleagues, willing participation in school activities, and asking questions for the purposes of deeper understanding and continual learning.

Furthermore, as this course is the culminating experience of the first phase of your professional development, active involvement is invaluable and essential to demonstrate the knowledge, skills, and dispositions required by the objectives of this course. Therefore, each student is expected to participate in student teaching through attendance and full participation in school experiences.

Student teaching, whether it be in-person, remote, or hybrid, is a **full time** experience. Teacher candidates at Duquesne University follow the schedule of a full-time teacher. Teacher candidates are expected to be present in their classrooms every day at the designated times stipulated by the school or district. Teacher candidates 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. Please note that if your classroom engages in remote/virtual learning, you are still expected to be available to staff and students at your school for the full duration of the school day.

If illness or an emergency makes it necessary to be absent from the student teaching assignment, the Director of Student Teaching, the Mentor Teacher and University Supervisor must be contacted as soon as possible. If the Mentor Teacher cannot be reached, call the school office and leave a message with the secretary or the principal. See the Student Teaching Handbook for a full description of attendance policies for student teaching.

B. Requirements

Portfolio and Reflections – completed in Via

For evaluative, organizational, and planning purposes, teacher candidates will develop a working portfolio of their student teaching experience, which will eventually become a showcase portfolio on Via., which is a REQUIRED resource. A more in-depth explanation about the creation of portfolios known as the Portfolio Guidelines will be available on the homepage in Via.

***You will ONLY be required to create an ePortfolio on Via; although you are free to create a physical portfolio if you so choose, this will NOT be accepted at the end of your student teaching experience by your Exit Interview faculty assessors. You MUST turn in an ePortfolio link from Via.

Portfolio Review and Exit Interview

Towards the end of your student teaching experience, a **Portfolio Review and Exit Interview** will be conducted and considered as a requirement for graduation and certification. Programs may have additional content area requirements for the portfolio. **Your Exit Interview is your time to share some of the many accomplishments from your student teaching experience with University faculty assessors.**

Lesson Plans

Lesson plans are required for every lesson taught throughout the semester. For lesson plans on which you are not going to be formally observed by your mentor teacher or university supervisor, you may opt to use your school's lesson plan. For lesson plans on which you are going to be formally observed by your mentor teacher and university supervisor, you MUST use the Duquesne University lesson plan template. If your school does not have a specific format they use for creating lesson plans, you should use the Duquesne University lesson plan template. The lesson plan template is available in Via.

Lesson Plans for Formal Observations and the Showcase Portfolio: Lesson plans for any formal observations by the mentor teacher or university supervisor and all lesson plans used in the exit portfolio must follow the approved Duquesne University lesson plan format in Via. Lesson plans for formal observations must be submitted to the mentor teacher or university supervisor according to the time schedule set by the mentor teacher or university supervisor, and **no less than 48 hours** before the teacher candidate is to be observed teaching the lesson.

Observations (ST23) – completed in Via

Within the first 2-3 weeks of the student teaching experience, the teacher candidate should observe at least three other classrooms, in other grade levels, in contrasting situations, etc. Arrangements for these observations should be made by the mentor teacher and student teacher. Teacher candidates are to submit their observations on Via. Mentor teachers and university supervisors can provide feedback to student teachers on Via.

Student Teaching Daily Report of Hours – logged in Via

The Student Teaching Daily Report of Hours is designed to help the teacher candidate monitor hours spent on various activities and reflect upon the quality of engaged time. The report should be completed by the teacher candidate **each** day in Via. Each entry must be approved by the teacher candidate's mentor teacher in Via.

Teacher candidates are *required* to complete a 15 week (FALL) or 16 week (SPRING) student teaching experience and a minimum of 525 in-school hours. Students who become involved in extracurricular activities will have more total hours recorded due to more hours spent in other categories of 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.

Other Written Assignments

Other written assignments may be required during the semester. The teacher candidate will be informed of these assignments in sufficient time to complete them.

- ✓ *All requirements are due as described or as requested by the mentor teacher and/or university supervisor.*
- ✓ ***You are a teacher – you should hold your work to the highest standard and demonstrate the quality of work you would model for your own students. Professional writing quality is expected.*

Student Teaching Seminars

During the student teaching experience, teacher candidates are required to participate in a series of Student Teaching Seminars. Candidates assigned to Pittsburgh Public Schools attend a mandatory series of workshops developed by the School District University Collaborative. The purpose of the Duquesne Seminars is to synthesize the domains and competencies inherent in the Leading Teacher Program and address trends and issues in education, as well as university requirements. The organization of these Seminars may vary. Information as to time, location, etc. will be communicated to all teacher candidates by the Office of Student Teaching.

C. Evaluation of Teacher Candidate Progress

Teaching and learning experiences that are part of student teaching are designed to lead the teacher candidate toward accomplishing the goals of this course. If the teacher candidate attends school regularly, participates in all classroom activities, participates in any professional development provided, reads any assigned material, participates in learning tasks, and satisfactorily completes each learning experience as requested, then one can assume the objectives of the course have been met.

Teacher candidates have the opportunity at the close of the semester to evaluate the mentor teacher and the university supervisor.

A teacher candidate whose progress is considered satisfactory overall OR unsatisfactory in ANY of the PDE 430 competencies at the midterm point will be provided with a Professional Growth Plan. The teacher candidate's university supervisor will work with the Director of Student Teaching to create a written plan that will allow the teacher candidate to capitalize on the expertise, knowledge, and experience of the university supervisor.

A teacher candidate who is determined by the mentor teacher and university supervisor to not be making adequate progress or not adhering to professional standards at any point during the student teaching experience will be put on an Action Plan. For more information about the Professional Growth Plan and Action plan, please access the Student Teaching Handbook.

GRADES

Only four grades are possible in student teaching: Pass, Not Pass, Withdrawal, or In Progress. **To receive a Pass grade, the teacher candidate must achieve a rating of at least "Satisfactory" in each of the competency areas of the final PDE 430** (a complete description of the evaluation process for teacher candidates can be found in the Student Teaching Handbook). **In the event it becomes necessary to withdraw from student teaching, no partial credit can be earned for the student teaching course.**

If it becomes necessary to withdraw from student teaching, the teacher candidate must provide a written explanation to the university faculty member and the Director of Student Teaching and Field Placement. The student is expected to follow standard University procedures and adhere to the published deadline dates in withdrawing from student teaching and/or the University. The student should work with their advisor to complete the withdrawal form paperwork prior to submitting the form to the registrar. If the teacher candidate is issued a "W" and needs to complete the experience in another semester, the teacher candidate must bear all tuition costs and university fees for the repeated student teaching course. The same is true if the student does not pass the course and opts to re-take the course in a future semester.

In the event that a teacher candidate receives an "IP" grade due to extenuating circumstances, the placement may be extended to past the official end date of the student teaching experience or in the following fall or spring.

A teacher candidate whose progress is considered unsatisfactory by the mentor teacher, the university supervisor, and/or the principal of the school may be removed from the student teaching experience and be made to graduate uncertified. *For more information about dismissal from student teaching, please refer to the Student Teaching Handbook for Teacher Candidates.*