DUQUESNE UNIVERSITY  
School of Education  
Student Teaching Syllabus  
Fall 2022

<table>
<thead>
<tr>
<th>Program</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Program Director Name and E-mail</th>
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<tbody>
<tr>
<td>Credits</td>
<td>12 credits</td>
<td>3 or 6 credits</td>
<td>Dr. Karen Levitt; <a href="mailto:levitt@duq.edu">levitt@duq.edu</a></td>
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<tr>
<td>PreK-4</td>
<td>LTEC 492</td>
<td>GSCE 589</td>
<td>Dr. Karen Levitt; <a href="mailto:levitt@duq.edu">levitt@duq.edu</a></td>
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<tr>
<td>Middle Level</td>
<td>LTML 492</td>
<td>GSCE 589</td>
<td>Dr. Karen Levitt; <a href="mailto:levitt@duq.edu">levitt@duq.edu</a></td>
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<tr>
<td>Secondary</td>
<td>EDLS 492</td>
<td>EDLS 493 (6 credits)</td>
<td>Dr. Karen Levitt; <a href="mailto:levitt@duq.edu">levitt@duq.edu</a></td>
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</tbody>
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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. The course meets both Pennsylvania Department of Education requirements and Duquesne University’s credit hour requirements.
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).

IV. 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, 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

Via (now Student Learning and Licensure by Watermark) ePortfolio System
All student teachers in the School of Education at Duquesne are required to use the Via by Watermark ePortfolio system during their student teaching experience. Through Via, you will be able to log student teaching hours, view/complete student teaching paperwork, and eventually create an ePortfolio that demonstrates your educational and professional accomplishments. We need to demonstrate to PDE how we meet student teaching competencies, so this record-keeping platform will be essential to you in applying for your teaching certification upon the completion of your program. All activities and evaluations in Via are available for review by mentor teachers, university supervisors, and the OSTFP.
**Via Showcase ePortfolio**

For evaluative, organizational, and planning purposes, teacher candidates will develop a draft portfolio of their student teaching experience, which will eventually become their Showcase ePortfolio on Via. Please note that Via uses the word “Showcase” as a synonym for portfolio, so even when you are creating your draft portfolio, you will create it as a “Showcase” in Via. A more in-depth explanation about the creation of portfolios known as the Portfolio Guidelines will be available on the home page in Via.

***Although you may want to create a physical portfolio for interviewing purposes, a physical portfolio will NOT be accepted at the end of your student teaching experience. You MUST submit your Showcase ePortfolio using Via.***

**Exit Interview and Portfolio Presentation**

Towards the end of your student teaching experience, an Exit Interview and Portfolio Presentation will be conducted and considered as a requirement for graduation. The Exit Interview and Portfolio Presentation is also used for purposes of national and state accreditation for programs. 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. More information about the Exit Interview and Portfolio Presentation is available on the Via home page.

**Lesson Plans and Self-Evaluations**

Lesson plans and self-evaluations are required for every lesson taught throughout the semester. The Duquesne lesson plan templates for each subject area are available on the Via homepage. You, your mentor teacher, and university supervisor can decide the best system for sharing and storing your daily lesson plans, exemplary lessons, and accompanying materials.

For lessons on which you are not going to be formally evaluated by your mentor teacher or university supervisor, you may opt to use your school’s lesson plan format. If your school does not have a specific format for lesson plans, you must use the Duquesne University lesson plan template.

The minimum necessary components of daily lesson plans are as follows:

- **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 teacher candidate, mentor teacher, and students.
- **Procedure.** The procedure should be specifically described so that the Mentor teacher and/or University supervisor are aware of how the teacher candidate intends to accomplish the stated objectives.
- **Materials.** The materials necessary for achieving the objectives of the lesson should be listed on each plan. This aids the Mentor teacher/University supervisor in the evaluation of the plan and facilitates daily preparation for each lesson.
- **Student Assessment.** The means used to evaluate student learning should be identified. How will the teacher candidate know that the objectives of the lesson were accomplished?
- **Self-Evaluation.** After each lesson has been taught by the candidate, a self-evaluation should be written and stored with the lesson plan so that it is easily accessible to the supervisor. Self-evaluation is crucial, as it leads one to develop the ability to examine strengths and weaknesses to foster self-improvement.

Questions such as these may be posed to promote self-evaluation on a lesson:

- What went well during the lesson?
- What can I do next to help students understand the concept of the lesson?
- If I were to teach this lesson again, what would I do differently?
- Did the students meet the objectives of the lesson?
  - If so, what did students do that let me know they had met the objectives?
  - If not, what would I do differently if I taught the lesson again?
- What can I do next to help students understand the concept of the lesson?
- Why did __________ occur during the lesson?
- Why was __________ not accomplished?
- Did the students respond to __________ as I anticipated? Why or why not?
For lessons on which you are going to be formally evaluated by your mentor teacher and/or university supervisor, you MUST use the Duquesne lesson plan template. 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.

**Daily Lesson Plans:**

**Lesson Plans for the Showcase ePortfolio:** All lesson plans used in the Showcase ePortfolio must follow the approved Duquesne University lesson plan format for purposes of accreditation (lesson plans templates are available on the Via home page). Although you may choose to include a lesson plan on which you were NOT formally evaluated in your Showcase Portfolio, please be aware that this lesson plan still must be in the approved Duquesne lesson plan format. This means that if you created a lesson plan using your site’s template and you want to include it in your Showcase ePortfolio, you must re-format the lesson in the Duquesne format.

**Observations (ST23) – submitted by e-mail TO SUPERVISOR**

Within the first 3 weeks of the student teaching experience, the teacher candidate should observe at least three (3)** other classrooms, in other grade levels, in contrasting situations, etc. After each classroom observation, the teacher candidate must complete an ST23 form (available on the ST Resources Page and the Via Homepage). Arrangements for these observations should be made by the mentor teacher and student teacher. Teacher candidates are to submit their observations by e-mail to their university supervisor.

**For 15- and 16-week placements, three (3) observations are required; for study abroad, at least one (1) international observation and two (2) local observations are required.**

**Student Teaching Daily Activities Log – logged in Via**

The Student Teaching Daily Activities Log is designed to help the teacher candidate monitor teaching activities and reflect upon the quality of engaged time. Student teachers should only log ONE entry per day that includes the total number of hours completed and a description of the activities completed during the school day. For example, if the teacher candidate is engaged at their site for seven (7) hours in one day, they are to create ONE log entry for those hours in Via and explain in detail the activities in which they participated. The log should be completed by the teacher candidate each day in Via. The approval of all entries in Via is at the discretion of the teacher candidate’s mentor teacher.

Teacher candidates are required to complete a full-time 15-week (FALL) or 16-week (SPRING) student teaching experience. Teacher candidates are expected to be present and on time on all days school is in session. Teacher candidates will need to notify the Director of Student Teaching, mentor teacher, and university supervisor for any absence or lateness from student teaching and to discuss arrangements for making up missed time. Multiple instances of absence, lateness, or failure to provide notice of absences or lateness can result in disciplinary action, dismissal from the student teaching placement, or a grade of NP (Not Pass).

The purpose of the log is to help all parties recognize how time is being used. As such, the following categories should be considered by teacher candidates when creating descriptions.

- Observation
- Teaching (classroom, large or small group instruction, tutoring)
- 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, etc.)
- Lunch, recess, or hall duty
- Conference with mentor teacher
- Conference with university supervisor
- Other
**Weekly E-Reports**
At the conclusion of each week, teacher candidates are required to submit an electronic report as a Word attachment to their university supervisor via e-mail. The university supervisor designates a due date for the E-Reports. Each entry should be approximately one page in length. The E-Reports will be read and responded to by the university supervisor 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 university supervisor reserves the right to ask for specific information from the teacher candidate each week.

The report should address, but is not limited to the following questions:

- What additional feedback would I have liked to receive from my mentor teacher that could help me improve as a Leading Teacher?
- Was sufficient time allotted for conferencing with my mentor teacher following the lessons?
- Does the mentor teacher encourage creativity in lesson planning?
- In what areas do I think I need the most improvement and can this be discussed during your next visit?

**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 Workshops and Seminars**
During the student teaching experience, teacher candidates are required to participate in a series of Student Teaching Workshops and Seminars. Candidates assigned to Pittsburgh Public Schools attend a mandatory series of workshops developed by the School District University Collaborative (SDUC). 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 workshops and seminars may vary. Information as to time, location, etc. is available to all student teachers in the Student Teaching Calendar, which is available on the Via homepage.

**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 unsatisfactory or 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 Director of Student Teaching. 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, the Director of Student Teaching, and/or the principal of the school may be removed from the student teaching experience and be made to graduate without meeting the qualifications for certification. For more information about dismissal from student teaching, please refer to the Student Teaching Handbook for Teacher Candidates.**