



## STUDENT TEACHING GUIDE

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## *Gonzaga University School of Education Mission Statement*

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations.
- We support an environment that is challenging, inclusive, reflective, and collegial.
- We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
- We provide academic excellence in teaching, advising, service, and scholarship. We promote, support and respect diversity
- The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education

## *Department of Teacher Education Mission Statement*

As faculty and staff of the Department of Teacher Education, we commit ourselves to facilitate the development of exemplary educators through the integration of knowledge, skills, and dispositions necessary for teaching and learning in a global society. We further commit ourselves, in the tradition of Jesuit education, to foster leadership and ethical behavior by stimulating intellectual vitality, advocating for justice, promoting a spirit of service, and developing life-long learning communities.

**"Preparing social responsible professionals who serve with care, competence and commitment."**

# Table of Contents

## Introduction to Student Teaching Program

➤ Overview	1
➤ Co-Teaching	1
➤ Student Teaching Practicum Outcomes/Standard V Knowledge and Skills	1
➤ Attendance Policy	2
➤ Calendar	2
➤ Communication	2
➤ Conflict Resolution	2
➤ University Supervisors	3
➤ University Supervisor Expectations	3
➤ Cooperating Teacher	4
➤ Cooperating Teacher Expectations	4
➤ Clock Hours for cooperating Teachers	4

## Student Teacher Information

➤ Requirements for successful completion of the student teaching practicum	5
➤ Student teacher expectations	5
➤ Student teacher seminars	5
➤ Lesson Design Plan	5
➤ EdTPA	6
➤ Video tape	6
➤ Professional Growth Plan	6
➤ Exit Interview	6
➤ Career Placement File	6
➤ Blackboard	6
➤ Student Teaching Website	6

## Suggested Framework for Calendar Plan for Student Teaching

➤ Week One - Week Sixteen	7-8
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## Certification Information

➤ Temporary Certificate	9
➤ Residency Certificate	9
➤ Professional Certificate	9

# Introduction to the Student Teaching Experience

Welcome to Gonzaga University student teaching. The goal of this guide is to provide an overview of this capstone experience and assist in linking information that will be helpful to the *student teacher, cooperating teacher, and Gonzaga university supervisor.*

## Overview

Student teaching is the culminating experience of the Gonzaga University Teacher Certification Program. This capstone course engages the student teacher in the actual activity of teaching all day, for approximately 15 weeks. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching. This practicum is done in partnership with the cooperating teacher, the student teacher, the university supervisor and the faculty and staff of Gonzaga.

## Co-Teaching

The state of Washington and the local universities are moving toward the co-teaching model for the student teaching practicum. Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction. More information will be provided regarding the use of the co-teaching model during the student teaching practicum.

## Student Teaching Outcomes

The intention of these standards is to prepare student teacher to generate, analyze, and respond to student-based learning.

### **Standard 1: Knowledge of Subject Matter and Curriculum Goals Description of Practice**

*Teacher candidates design/adapt developmentally appropriate instruction that is informed by the following: GLEs, curriculum standards, enduring understanding of content, and depth of thinking.*

### **Standard 2: Knowledge of Teaching Description of Practice**

*Teacher candidates use instructional strategies to develop critical thinking, problem solving, application and understanding of curricular content. They differentiate instruction to meet individual needs and use content knowledge to inform instructional practice. They apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results.*

### **Standard 3: Knowledge of learners and their Development in Social Contexts Description of Practice**

*Teacher candidates merge knowledge of learning, child/adolescent development, and their diverse learners with a repertoire of teaching and communication strategies to make instructional decisions. They seek information from multiple communities; consider student learning in the context of social, political, environmental, and economic systems; and create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance.*

### **Standard 4: Understanding of Teaching as a Profession**

*Teacher candidates demonstrate dispositions that enhance learning and professional development. They demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate and respectful verbal and written communication. They additionally increase knowledge of key concepts, tools and inquiry, effective interventions, and assessments for the subjects they teach; and adjust instruction based on reflection in practice.*

### **Attendance Policy**

Student teachers are expected to be in attendance at their respective schools every day. In the event of an illness, the student teacher must notify their **cooperating teacher, university supervisor and Director of Field Experience**. If you are requesting an absence not due to illness, you are required to fill out the, *Request for Absence form* and submit to the Director of Field Experience for approval. After two absences, the student teaching experience can be extended past the end of the semester.

### **Calendar**

During student teaching, student teachers are required to follow the calendar of the school district in which they are placed rather than Gonzaga University's calendar. Student teachers should make themselves aware of school district holidays, in-service or other released time. The start and end dates of your student teaching will follow the University's beginning and ending of the semester.

### **Communication**

Communication is vital to the success of the student teaching experience. Communication should include the student teacher, cooperating teacher(s) university supervisor and if necessary, the Director of Field Experience. Weekly contact with the university supervisor must be maintained to set up observations and discuss the status of your experience. If an issue arises that needs immediate attention, please contact the Director of Field Experience. (509-313-3516)

### **Conflict Resolution**

If an issue arises regarding any part of the student teaching practicum follow the listed procedure.

1. The cooperating teacher and/or university supervisor and student teacher should discuss the issue and try to resolve it.
2. If necessary, cooperating teacher/ student teacher informs the university supervisor of concern and supervisor then needs to inform the Director of Field Experience. If an issue arises that needs immediate attention, please contact the Director of Field Experience.
3. If necessary, the Director of Field Experience will pursue the issue further following the Gonzaga University protocol.

The Director of Field Experience, in collaboration with the cooperating teacher/school administration and university supervisor, reserves the right to remove any student teacher from any student teaching practicum.

## **University Supervisors Information**

### **University Supervisors**

University supervisors are faculty/adjunct professors. The university supervisor is assigned by the Director of Field Experience and has the responsibility to assist and evaluate the student teacher they work in partnership with the cooperating teacher, and are liaisons between the university and the school districts. Supervisors have the minimum qualifications of a Masters degree and are current in education best practices. University supervisors will visit student teacher on a scheduled and drop-in basis.

### **University Supervisor Expectations**

- ✓ Read the Student Teacher Handbook outlining the expectations and requirements.
- ✓ Maintain continual communication with the Director of Field Experience and immediately notify if there is a concern in the field.
- ✓ Attend required seminars
- ✓ Meet the expectations and deadlines outlined on the “semester calendar” and the “supervisor forms checklist”
- ✓ Follow the, “Department of Teacher Education Professional Intervention Process.”
- ✓ Have a minimum of 8 observations with attached supervisor notes, lesson plan and reflections
- ✓ Use the Gonzaga University Lesson Design Plan, the Field Observation Rubric and the Dispositional Rubric.
- ✓ *Turn in Request for overload/Adjunct Contract form*

# **Cooperating Teacher Information**

## **Cooperating Teacher**

Gonzaga University will work with the districts to place student teacher with cooperating teachers who have a minimum of three years experience. Cooperating teachers will possess skills in current best practices, demonstrate strong supervisory skills, model professionalism, and demonstrate good rapport/communication skills.

## **Cooperating Teacher Expectations**

- ✓ Read the Student Teacher guide
- ✓ Attend a student teaching orientation, exit interview and the student teaching celebration dinner
- ✓ Turn in the Honoraria forms(so you can be paid)
- ✓ Following the suggested timeline and required expectations outlined in this guide and the checklist
- ✓ Maintain open communication with student teacher, university supervisor and Field Director
- ✓ Model best teaching practices, planning, professionalism, and collaboration
- ✓ Provide 1 letter of recommendation and 1 numeric recommendation for the student teacher
- ✓ Evaluate University Supervisor

## **Clock Hours for Cooperating Teachers**

The cooperating teacher is eligible to receive 10 clock hours per semester, not to exceed 20 clock hours during a calendar year, for mentoring a student teacher from Gonzaga University. The clock hour forms will be distributed from the Field Experience Office at the end of each university semester.

## **Student Teacher Information**

### **Requirements for successful completion of the student teaching practicum**

The student teaching practicum is graded on a satisfactory (S) or unsatisfactory (NS). Criteria include:

- ✓ Attend and participate in all seminars
- ✓ Meet the state requirements
- ✓ Meet the program requirements
- ✓ No unresolved disposition concerns
- ✓ Completion and turn in required Student Teaching and certification paperwork

### **Student teacher Expectations**

- ✓ Read the Student Teacher Handbook
- ✓ Know school policies pertaining to teaching responsibilities (discipline, safety procedures, first aid procedures, use of equipment, copying...) and your functions in relation to the district, school building, and classroom
- ✓ Attend student teaching orientation and all seminars
- ✓ Complete and turn in on time all of the required documents as outlined on the *Checklist*
- ✓ Open communication between student teacher, cooperating teacher, university supervisor, and Director of Field Experience
- ✓ Act in a mature, responsible, and professional manner reflecting high professional standards
- ✓ Required to have the Gonzaga approved lesson design plan available for every observation scheduled by the University Supervisor and reflections sent within 48 hours
- ✓ Required to have appropriate lesson plans as deemed necessary by the cooperating teacher
- ✓ Provide adequate time for instructional preparation and collaboration with your cooperating teacher
- ✓ Demonstrate the dispositions adopted by the Gonzaga University School of Education

### **Student Teaching Seminars**

Student teachers are to attend all required seminar sessions. You are required to contact the Field Placement Office if you must miss a seminar. Student teachers are expected to participate in discussions and complete assigned activities.

### **Lesson Design Plan**

Student teachers are required to use the Gonzaga approved lesson plan referred to as the **Lesson Design Plan** for every observation scheduled by the University Supervisor. The template can be found on the Student Teaching Blackboard page. The university supervisor will observe the student teacher lesson and debrief following the observation. Cooperating teachers are welcome to attend the debrief session and observe the lesson. The student teacher will send a written reflection (Evidence of Positive Impact on Student Learning) to the supervisor within 48 hours after the lesson is taught. On a drop-in visit by the supervisor, a Lesson Design Plan may be requested to be sent to the supervisor within 48 hours of the completion of the lesson.

Cooperating teachers **may** request daily lesson plans be written for all instruction performed by the student teacher. It is the cooperating teacher's decision as to when these plans need to be completed for review/modifications. The format for these plans may be arrived at in collaboration with the cooperating teacher and the student teacher.

In co-teaching environments, lesson plans are still deemed necessary for the student teacher but only need to include the pieces of the lesson that the student teacher is responsible for teaching.



### **Teacher Performance Assessment - EdTPA**

The EdTPA is the state assessment for Washington certification. It is to be completed with support and guidance from your cooperating teacher and university supervisor and submitted by the given deadline.

### **Professional Growth Plan**

The Professional Growth Plan (PGP) is a state requirement that is to be completed by the end of the student teaching practicum. Please refer to the template provided. The PGP should be completed, signed and turned in to the university supervisor by the Exit Interview.

### **Exit Interview**

The purpose of an exit interview is to celebrate the successful completion of the student teaching practicum with the student teacher. All cooperating teachers, the university supervisor, and student teacher should be part of the interview. A building administrator may be invited to attend. At the exit interview, all documentation included in the *Teacher Education/Certification checklist* needs to be given to the university supervisor.

### **Career Placement File**

Before successful completion of student teaching practicum, it is the student teacher responsibility to set up a placement file/Zagtrax. Zagtrax is a free, online, interactive, career management system for all Gonzaga students and alumni that maintain your career portfolio electronically. All letters of recommendation will be housed in this portfolio. ([www.zagtrax.net](http://www.zagtrax.net))

### **Blackboard**

Blackboard is the electronic program where all student teaching documents may be found. Blackboard username and password is your Gonzaga username and password (the same one that you use to access email, campus computers, etc.) When you log in to Blackboard, look to the right of the screen for the Student Teaching class and click on it. (<http://blackboard.gonzaga.edu>)

### **Student Teaching Website/Forms**

On the Student Teaching website you will find vital information for your student teaching experience. <http://www.gonzaga.edu/soe/student> teaching

## **Suggested Framework for Calendar Plan for Student Teaching**

The following is offered as a gradual release of responsibility for the student teacher, but each situation is unique. Please make adaptations as needed for the cooperating teacher, student teacher and university supervisor keeping in mind P-12 student learning needs.

### **Week One**

Student teacher begins building relationships with the cooperating teacher, students and university supervisor. Familiarity with procedures/routines in the classroom, disciplinary policies, curriculum guides, and school facilities takes place this week. Initiative should be taken to introduce him/herself to the building administration team and other faculty members. Student teacher should begin working with individual and small groups. Ask questions, discuss observations with cooperating teacher, and find out about instructional responsibilities for the following week.

*Working on: Planning a supervisor visit and lesson observation time, document hours*  
*See EdTPA timeline*

### **Week Two to Three**

Continue first week's activities. Become familiar with student records and reporting procedures. Participate in co-teaching with cooperating teacher. If possible, observe other teachers for specific purposes, such as management techniques, student engagement, and transitions techniques. Discuss teaching plans and make written plans available to cooperating teacher for review. Take responsibility for small group content area activities. Take over responsibility of planning/delivery of one period or content area, correcting papers, recording student progress, etc. This may be planning for co-teaching strategy where student teacher is lead/ cooperating supports.

*Working on: class schedule; calendar plan; set next observation time, document hours*  
*See EdTPA timeline*

### **Week Four to Six**

Gradually assume responsibility for more subject areas or classes. Share lesson plans with cooperating prior to presenting lessons. If co-teaching, co-plan to share role responsibilities. Progress Report is discussed with team, involving the university supervisor in this discussion if possible. Cooperating teacher will observe student teacher and offer suggestions and positive reinforcement. Candidate is open to suggestions for changes and is able to demonstrate these changes in lesson presentations.

*See EdTPA timeline, document hours*

### **Week Seven to Twelve**

The pre-service teacher, in collaboration with the cooperating teacher, assumes responsibility for preparing and implementing the curriculum. This may be in the form of co-teaching, but the candidate should experience some solo teaching during this time period

*Working on: Mid-term evaluation, document hours, document hours*  
*See EdTPA timeline*

### **Week Thirteen to Fourteen**

Continue collaboration with cooperating teacher, with student teacher beginning to phase out of some teaching responsibilities. University supervisor will be monitoring student teacher to complete the pedagogy assessment. Student teacher will have all student progress records up to date as the teacher begins to take back teaching responsibilities. Co-teaching may continue during this time.

*Working on: completing of all paperwork from checklist; remind cooperating teacher about letter of recommendation; begin collecting any other letters of recommendations; set Exit Interview date, document hours*  
*See EdTPA timeline*

### **Week Fifteen**

Final phasing out of teaching responsibilities for the student teacher takes place. All final assessments and paperwork for the candidate are completed. Exit Interview is usually scheduled this week.

*Working on: Final paperwork, PGP, updating course summary, Exit Interview, document hours*

### **Week Sixteen**

Student teacher in collaboration with the cooperating teacher arranges observation of other classrooms and teachers in the building, or making visits outside the building.

*Working on: Turn in all required paperwork to supervisor, Attend Student Teacher Celebration Dinner*

## **Certification Information**

(To be presented at Student Teaching Seminar)

### **Temporary Certificate**

At the successful completion of student teaching, and meeting all Gonzaga University requirements for your degree and state certification you will be issued a 180 day temporary teaching certificate. This authorizes you to begin teaching in a contracted/substitute position in your endorsement areas. The permit will be mailed to you immediately from Gonzaga University Certification office (313-3504).

Within two to three months the state of Washington will issue you your first level certificate called the “Residency” certificate and will be mailed to your permanent address.

### **Residency Certificate**

The Residency Certificate is valid until you complete two consecutive years of successful teaching with a Washington state school district. After two successful years you will need to file with the state of Washington (Form 4031R) for a “reissuance” of your Residency Certificate. The reissuance certificate is valid for five years at which time you will need to move to the Professional Certificate. Refer to the state web site at [www.k12.wa.us](http://www.k12.wa.us)

### **Professional Certificate**

The second level certificate is the Professional Certificate. For additional information on how to move to the Professional Certificate. Refer to the state web site at [www.k12.wa.us](http://www.k12.wa.us)