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. Student teachers demonstrate the culmination of the development of their knowledge, skills, and dispositions in a PK-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).

IV. QUALIFICATIONS FOR STUDENT TEACHING
1. Five copies of the Autobiographical Data Form (typed)
2. Placement Preference Sheet
3. Two faculty recommendations (graduate students must have 3 including the advisor’s recommendation)
4. Tuberculin PPD test results (valid only within one year of the date of assignment)
5. Act 34 Clearance (valid only within one year of the date of receipt)
6. Act 33/151 Clearance (valid only within one year of the date of receipt)
7. Act 114 Federal FBI Fingerprint Clearance (valid only within one year of the date of receipt)
8. Removal of all I and F grades
9. Minimum QPA of 3.00 overall
10. Minimum QPA of 3.00 in the academic area (K-12 and Secondary certification areas)
11. Interns must obtain an Intern Certificate from the state prior to beginning their internship
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 PK-12 classroom, these professional habits make a statement to your cooperating 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 cooperating 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 is a full time experience. Student teachers at Duquesne University 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.

If illness or an emergency makes it necessary to be absent from the student teaching assignment, the Director of Student Teaching, the Cooperating Teacher and University Supervisor must be contacted as soon as possible. If the cooperating 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
For evaluative, organizational, and planning purposes, student teachers will keep a portfolio of their impact on student learning during their student teaching experience. Complete directions for this demonstration of the development of knowledge, skills, and dispositions while student teaching is attached to this syllabus. A Portfolio Interview will be conducted and considered as a requirement for graduation and certification. Programs may have additional content area requirements for the portfolio.

Lesson Plans
Lesson plans are required for every lesson taught throughout the semester. The policy and format governing lesson plans will be a joint decision of the cooperating teacher and the university supervisor. Minimum components necessary for each lesson plan are described in the Student Teaching Handbook.

Observations
At some time during the semester, the student teacher should observe at least three other classrooms, in 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.

Student Teaching Weekly Report of Hours (DES ST3)
The Student Teaching Weekly Report of Hours is 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. The last of the cumulative reports must be submitted to the university supervisor as part of the final documentation of the experience. A 15 week student teaching experience at generally 35 hours per week approximates a 525 hour student teaching experience of 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. Descriptions of each category can be found in the Student Teaching Handbook.
**Other Written Assignments**

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

**Student Teaching Seminars**

During the student teaching experience, student teachers and interns at all sites other than the Pittsburgh Public Schools are required to participate in a series of Student Teaching Seminars. Students assigned to a site with the Pittsburgh Public School District are strongly encouraged to attend these 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 student teachers/interns by the Office of Student Teaching.

- All requirements are due as described or as requested by the cooperating teacher and/or university supervisor.
- Professional writing quality is expected. Assignments should be completed on a word-processor or type-writer.
- **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.**

**C. Evaluation of Student Teacher Progress**

Teaching and learning experiences that are part of student teaching are designed to lead the student teacher toward accomplishing the goals of this course. If the student teacher 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.

Student teachers have the opportunity at the close of the semester to evaluate the cooperating teacher and the university supervisor.

**GRADES**

Only four grades are possible in student teaching: Pass, Not Pass, Withdrawal, or In Progress. To receive a Pass grade, the student teacher must be rated at least as “acceptable” in each of the competency areas (a complete description of the evaluation process for student teachers can be found in the Student Teaching Handbook). In the event that a student teacher receives an “IP” grade due to deficiencies which can be improved in a reasonable amount of time, the placement will be extended. In such cases, the student teacher will bear the cost of additional supervision.

If it becomes necessary to withdraw from student teaching, the student teacher must provide a written explanation to the Cooperating Teacher, the University Supervisor and the Director of Student Teaching. The student is expected to follow standard University procedures in withdrawing from school.

A student teacher whose progress is considered unsatisfactory by the cooperating teacher, the university supervisor, and/or the principal of the school may receive a failing grade in student teaching. The student teacher may be advised of additional coursework and/or additional requirements necessary before re-enrolling in student teaching.
SCHOOL OF EDUCATION DOMAINS

as they are addressed in the Student Teaching Experience
from the Leading Teacher Program as adopted by the School of Education faculty

Themes and Domains of the Leading Teacher Program

Themes

The learning experience of student teaching reflects the themes of leadership, diversity, and technology.

Leadership: A leading teacher is a life-long learner inspiring a community of learners to pursue continuous improvement and growth.

Candidates for certification will be encouraged to develop the skills of reflection and critical judgment about their own teaching practice and the curriculum; develop positions on teaching and curricular issues that are reflections of best practices; demonstrate the ability to communicate their positions effectively so that children, parents, colleagues, and administrators understand and value their professional contributions; develop confidence about their role as a teacher; and engage in lifelong learning.

Diversity: A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

The student teaching experience is designed so that the student teacher demonstrates the belief that all children have the right to learn and that it is the teacher's responsibility to facilitate that learning. Candidates for certification will have experiences with peers, faculty, teachers, and school children from diverse backgrounds and with diverse needs. Candidates will explore ways to create a learning environment that gives all children the right to learn and will demonstrate specific teaching methods that provide the opportunity for all children to learn.

Technology: A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Candidates for certification will use technologies as a means of communicating their own learning as well as a means of facilitating the learning of children in their classrooms.

Domains and Competencies

Domain I: Learning Theorist

Becoming a Learning Theorist - this domain emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

Learning Theorist Competencies

1. A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.
2. A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.
3. A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.
Domain II: Curriculum Designer

Becoming a Curriculum Designer - this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

Curriculum Designer Competencies
1. A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).
2. A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.
3. A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.
4. A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

Domain III: Expert in School Context

Becoming an Expert in School Context - this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

School Context Competencies
1. A leading teacher understands and demonstrates the knowledge of subject matter, students' needs, the community, and curriculum goals.
2. A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well being for the total school community.

Domain IV: Master Practitioner

Becoming a Master Practitioner - this domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

Master Practitioner Competencies
1. A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills.
2. A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development.
3. A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.
4. A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.
5. A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.
Domain V: Instructional Leader

Becoming an Instructional Leader - this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

Instructional Leader Competencies

1. A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.
2. A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.
3. A leading teacher understands the concepts and processes of change agentry and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.

Each of the domains and competencies described in this section can be aligned with elements of the assessment and evaluation tools used during the student teaching experience. Therefore, as the cooperating teacher and university supervisor engage in assessment of the student teacher, they are simultaneously assessing the student teacher’s achievement within each domain.