

UTAH STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION

APPLICATION FOR ALL SPECIAL EDUCATION STUDENT TEACHING ON THE JOB

Student: This application must be submitted in addition to the student teaching application.

The Department of Special Education and Rehabilitation at Utah State University offers a student teaching on the job program, in cooperation with participating Utah school districts. The positions available and districts involved are based upon a cooperative assessment of the needs and benefits to be derived by university students and public schools.

Although available to well-qualified students in certain circumstances, on-the-job student teaching, student teaching on a letter of authorization, or internships are options that are not encouraged for several reasons. First, for many on-the-job student teaching candidates, the transition from one-hour practicum situations to organizing and managing a classroom on a daily basis is quite difficult. Second, most on-the-job situations do not provide the candidate with an experienced teacher who might serve as a mentor and intensive assistance from USU faculty. Finally, candidates in on-the-job student teaching situations may not have opportunities to learn and practice essential skills that they only read about or talked about during their training program. However, we understand that for some candidates, on-the-job student teaching is necessary to relieve a financial burden. Therefore, to help meet the needs of candidates while maintaining program quality, on-the-job student teaching in lieu of student teaching will only be considered for candidates who meet the qualifications outlined below.

Student teaching on the job involves a one-year (two semesters) commitment from both the district and the candidate.

- I. Candidate Qualifications: Each candidate must have:
 - A. All required course work completed except student teaching.
 - B. A cumulative GPA of 3.500 or above.
 - C. Outstanding performance in all courses and all practica placements.
 - D. Practicum grades must be A- or higher.
 - E. Previous teaching experience or one year experience as a paraeducator.

- II. Candidate Responsibilities: Each candidate assigned to complete student teaching on the job must agree to:
 - A. Demonstrate commitment to the teaching profession by following both district and university policies.
 - B. Complete all requirements for the instructional portion of the student teaching on the job during the first semester, including successful completion of all mentor teacher and university supervisor observations.
 - C. Complete all portfolio requirements for student teaching during the second semester. Portfolio activities may begin in the first semester.
 - D. Submit an evaluation form regarding the supervision of the student teaching on the job after the first 6 weeks in the classroom. Forms will be provided by the Office of Student Teaching (Return to the Office of Student Teaching so that appropriate feedback can be given).
 - E. Register the first semester for SPED 5200 for 15 credits. An incomplete grade will be given at the end of the first semester. The incomplete grade will be changed upon successful completion of the portfolio.
 - F. Pay a \$500 student teaching on the job student teaching fee. This fee covers the additional expenses of on the job student teaching placements. The fee must accompany the application for

the application to be considered. If the application is denied, the check will be returned to the candidate.

- III. Utah State University Responsibilities: The Department of Special Education and Rehabilitation will:
- A. Screen all on the job student teaching candidates, making sure that each applicant has appropriate qualifications and clearly understands his/her responsibilities.
 - B. Ensure appropriate University supervision throughout the two-semester student teaching on the job experience (refer to part VI).
 - C. Work closely with participating districts and schools to assist candidates in successfully completing student teaching on the job. Should a candidate fail to meet acceptable levels of teaching competency, measures will be taken in cooperation with the hosting school district, to replace the candidate with a licensed teacher. The candidate would then complete regular student teaching.
 - D. Conduct an on-the-job student teaching conference with a representative from the SPED Student Teaching Office, the University Supervisor, the Mentor Teacher and the candidate to clarify expectations before or by the second week of the first semester of student teaching.
- IV. University Supervisor Responsibilities: The University supervisor will:
- A. Work closely with each assigned candidate and mentor teacher prior to the beginning of the academic school year.
 - B. Attend the on-the job student teaching conference (see III D).
 - C. Make five supervisory visits during the first semester to provide appropriate support and feedback for each assigned candidate.
 - D. Make three to five observation/portfolio visits with the candidate during the second semester to provide continued support and feedback as needed.
 - E. Work closely with each assigned mentor teacher in providing a successful teaching experience for each candidate.
 - F. Provide the Office of Student Teaching with appropriate data on each candidate's progress through the academic year.
- V. Mentor Teacher Responsibilities: Mentor teachers selected to assist each candidate will agree to:
- A. Work closely with the assigned candidate and university supervisor prior to the beginning of the student teaching on the job experience to decide upon the course of study and the goals for the year (i.e. review scheduling, first day, first month, first year, etc., review student files and calendar responsibility dates, etc.).
 - B. Attend the on-the job student teaching conference (see III D).
 - C. Provisions made by mentor teachers of the candidate must include the following:
 1. First Semester—articulated schedule of release time for mentor teacher to include, but not be limited to, the following:
 - a. At least one hour a week for observation.
 - b. At least one hour a week for conferencing and feedback.
 2. Second Semester—observation schedule:
 - a. At least two mentor teacher observations per month (one hour each).
 - b. At least two planning and conferencing session per month (one hour each).
 - D. Provide the SPED Student Teaching Office with appropriate data regarding the candidate's progress throughout the year. This must include the following:
 1. Weekly completion of the Cooperating Teacher Checklist during the first semester of student teaching on the job

2. Bi-weekly completion of the Cooperating Teacher Checklist during the second semester of student teaching on the job
3. Two Interim Evaluation Forms (one due in November/one due in March) One Final Evaluation Form turned in at the end of the student teaching on-the-job experience

VI. Principal Responsibilities: Each building principal will:

- A. Provide an orientation for each candidate to the school setting. Both school and district policies should be reviewed carefully during this meeting.
- B. Provide appropriate feedback and support when needed. Conduct a minimum of one formal observation of the candidate during each semester of student teaching on the job. The form should be the same form used by the district for first year teachers. In addition, the principal will fill out a checklist each semester that will be provided by the Special Education and Rehabilitation Department.
- C. Immediately notify the SPED Student Teaching Office if any problems occur with an on-the-job candidate.

VII. District Responsibilities: When requesting a candidate, the school district will:

- A. Submit a written application for candidates to the Special Education Office of Student Teaching (available from the Student Teaching Office). The contents of the application must include:
 1. Information regarding employment dates, teaching assignment, salary, and special education student caseload.
 2. A written plan identifying how a candidate will be utilized in a school setting. This plan should address each of the following items: Provisions for the mentor teacher of the candidate will include:
 - a. First Semester—articulated schedule of release time for mentor teacher to observe
 1. One hour per week for observation.
 2. One hour per week for conferencing and feedback.
 - b. Second Semester—observation schedule:
 1. Two mentor teacher observations per month (one hour each).
 2. Two one-hour blocks of time (per month) for planning and conferencing.
 3. Limit the caseload of each candidate. In no circumstances must the caseload exceed the following limitations: a maximum of 20 mild/moderate students, 8 severe students or 10 early childhood students.
- B. Notify each candidate of student teaching on the job placement for the following year.
- C. Give priority to candidates for future employment after the candidate has successfully completed student teaching on the job.
- D. Should a candidate fail to meet acceptable levels of teaching competency, measures will be taken in cooperation with the hosting school district, to replace the candidate with a licensed teacher.
- E. Pay during the first semester should be at least 5/8 salary plus benefits.
- F. If the student teacher meets the observation guidelines the first semester (passing scores on the last 2 observations by the university supervisor of at least 85%, passing scores on the mentor teacher checklists, passing scores on the principal observation and checklist), the district will pay the student teacher full pay with benefits during the second semester.

UTAH STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION
STUDENT TEACHING ON THE JOB APPLICATION FORM

***SUBMISSION OF APPLICATION DOES NOT GUARANTEE
 A STUDENT TEACHING ON THE JOB APPOINTMENT.***

Directions for the candidate: Complete this page and then give the entire application and a check for \$500 made out to USU Department of Special Education to the SPED student teaching coordinator along with an unofficial transcript. Your application will be reviewed at the next SPED Undergraduate Meeting and then you will be notified of the decision of the committee. The fee for on the job student teaching is \$500. This application will not be considered without the fee. If the placement is denied, the department will return the check to the candidate.

Name _____ Semesters Requested _____

A Number _____ E-mail Address _____

Current Address _____

Permanent Address _____

Telephone Number _____ Cell Number _____

Requested Placement _____

Major (circle one) Mild/Moderate Severe Early Childhood

I am requesting student teaching on the job. I have met the requirements as checked below:

YES NO I have had previous teaching experience or worked for 1 year as a paraeducator. Explain:

YES NO I have completed all graduation and/or licensure requirements except student teaching.

YES NO I have a cumulative GPA of at least 3.500 (for second BS or Master's students the GPA requirement is on post bachelor's classes only).

Current GPA: _____

YES NO I have received an A or A- in all my practica.

Practicum: SPED _____ Grade _____

Practicum: SPED _____ Grade _____

Practicum: SPED _____ Grade _____

An appeal (explanation, including documentation) is attached for all no's checked above.

Student Signature _____ Date _____

The following section is to be completed by the Student Teaching Coordinator

Program Committee's Chair Signature _____ Date _____
(Recommended by all members)

Department Head's Approval _____ Date _____

Student teaching on the job Fee Paid on _____

Six Week Evaluation Form Due By _____

District Application Received _____

Student teaching on the job Meeting with District Held On _____

Signature of Student Teaching Coordinator Date

SCHOOL DISTRICT STUDENT TEACHING ON THE JOB REQUEST FORM
UTAH STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION

The district agrees to provide all supplies and materials needed for the student teaching on the job to be successful.

Expected caseload for all candidates will not exceed 20 mild/moderate students, 8 severe students or 10 early childhood students.

The mentor teacher will be given time to provide the following appropriate feedback to the candidate.

1. First Semester—articulated schedule of release time for mentor teacher to observe:
 - a. One hour per week for observation.
 - b. One hour per week for conferencing and feedback.
2. Second Semester—observation schedule:
 - a. Two mentor teacher observations per month (one hour each).
 - b. Two one-hour blocks of time (per month) for planning and conferencing.

Candidates will be released for university department meetings and training activities.

District _____

District Representative and Title _____

District Representative Phone _____ District Rep Email _____

Name of Candidate Requested

School Site _____

Type of Classroom _____ Number of Students on Caseload _____

School Address _____

School Phone _____ School Fax _____

Principal _____ Principal Email _____

Mentor Teacher _____ Mentor Location _____

Mentor Address _____

Mentor Phone _____ Mentor Email _____

Requested Semesters _____

Please outline the proposed mentor observation and feedback schedule for this student teaching on the job.

What salary will the on the job student teacher receive during the first 15 weeks of on the job student teaching?
(NOTE: Must be at least 5/8 of regular beginning teacher's salary, with accompanying full benefits.)

Please state salary: \$ _____

Type of Benefits Provided _____

What salary will the on the job student teacher receive up on successful completion of the initial 15 weeks of on the job student teaching?

(NOTE: Should be full teacher's salary with full benefits)

Please state salary: \$ _____

Signature of Principal

Date

Signature of District Representative

Date

For Office Use Only

Date Application Received _____

Student Teaching Coordinator's Signature _____ Date _____