

**UTAH STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION**

POLICY AND 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.

On-the-job student teachings, student teaching on a letter of authorization, or internships are options that are not encouraged for several reasons. First, for many students, 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 student with an experienced teacher who might serve as a mentor and intensive assistance from USU faculty. Finally, students 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 students, on-the-job student teaching is necessary to relieve a financial burden. Therefore, to help meet the needs of students while maintaining program quality, on-the-job student teaching in lieu of student teaching will only be considered for students who meet the qualifications outlined below.

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

- 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 1 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 \$250 student teaching on the job student teaching fee.

- III. Utah State University Responsibilities: The Department of Special Education and Rehabilitation will:

- A. Screen all student teaching on the job 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 certified teacher. The candidate would then complete regular 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. Make 3 to 5 supervisory visits during the first semester to provide appropriate support and feedback for each assigned candidate.
 - C. Hold 3 to 4 portfolio meetings with the candidate during the second semester to provide continued support and feedback as needed.
 - D. Work closely with each assigned mentor teacher in providing a successful teaching experience for each candidate.
 - E. 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. Provisions for mentor teachers of the candidate will include:
 - 1. First Semester—articulated schedule of release time for mentor teacher to observe:
 - a. One hour a week for observation.
 - b. One hour a week for conferencing and feedback.
 - 2. Second Semester—observation schedule:
 - a. Two mentor teacher observations per month (one hour each).
 - b. Two planning and conferencing session per month (one hour each).
 - C. Provide the University with appropriate data regarding the candidate's progress throughout the year. This should include a minimum weekly completion of the Cooperating Teacher Checklist each week during the student teaching on the job. Two Student Teacher/Candidate Assessment Forms, including interims (one due in November/one due in March) will need to be turned into the Special Education Student Teaching Office at Utah State University.
- VI. Principal Responsibilities: Each building principal will:
- A. Provide an orientation for each assigned 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 two formal observations during the first semester of the student teaching on the job. Forms will be provided by the University (Copies sent to the Special Education Office of Student Teaching).
 - C. Immediately notify the Department of Special Education and Rehabilitation at Utah State University if any problems occur with an assigned candidate.

- VII. District Responsibilities: When requesting a candidate, the school district will:
- A. Submit a written request for candidates to the Special Education Office of Student Teaching. The contents of the request should include:
 - 1. Information regarding employment dates, teaching assignment, 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. Limited caseload for each candidate is 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 they have successfully completed a 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 certified teacher.

**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 student: Complete this page and then give the entire application 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.

Name _____ Semesters Requested _____

Current Address _____

Telephone Number _____ E-mail Address _____

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 certification 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 _____