



BOISE STATE UNIVERSITY

Teacher Education Policies and Procedures

TEACHER EDUCATION POLICIES AND PROCEDURES

Introduction

Boise State Teacher Education programs all work from a theoretical logic model for continuous improvement based in growth and inclusivity:

We strive to develop reflective, inquiring professionals who advocate for all learners and possess the capacity for change within inclusive communities of practice.

Guiding Framework: Supporting Academic and Professional Success

The College of Education is here to support students in their educational pursuits. Faculty, school partners, and academic advisors should work together to support student success in proactive and effective manners. Teacher Education embraces a developmental philosophy where supports are put in place to scaffold student/teacher candidate success. Performance plans are intended for scaffolded support toward success. When success is not being achieved, candidates may be counseled into other degree/professional programs.

Developing an Inquiry Stance

Boise State Teacher Education programs are framed around the concept of an inquiry stance toward teaching and learning.

(nationalequityproject.org)

Inquire, v., 1. to explore and discover. 2. to ask questions: to be open to seeing new potentials and possibilities. Synonyms: discover, search, systematically explore, and study.

Teaching and leading is a complex activity, and schools are complex places, situated within a social, political, and historical context. Interpreting and understanding common behaviors and actions in school culture requires being careful in assigning meaning to everyday events or simply accepting certain ways of working because “that’s the way it has always been done.”

This type of openness requires an “inquiry stance.” An inquiry stance is a way of making meaning of what is going on around us. Developing an inquiry stance suggests a willingness to step back and reflect rather than react to what is happening.

An inquiry stance involves the following:

Asking Questions About Teacher Practice, Student Learning, or Schoolwide Practices

Rather than jumping to conclusions or blindly accepting, teachers and leaders with an inquiry stance ask questions and then set out to find answers to these questions. The motivation for the questions comes from a desire to *understand*.

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Checking Assumptions Against Evidence (Others' and Our Own)

Teachers and leaders with an inquiry stance check their assumptions. An assumption is something you take as true based on a particular belief, value, or condition that goes unchecked. Checking one's assumptions means trying on alternative interpretations of an event or behavior or asking, "Who's controlling the story or narrative of this event?" Or, "What's my evidence for agreeing with the theory or belief at the root of this action?"

Informing One's Understanding of a Situation with New Data

Teachers and leaders with an inquiry stance are continuous learners, building their background knowledge through the reading of research and being in dialogue with colleagues with similar and different experiences and worldviews. Teachers and leaders with an inquiry stance use data in a variety of forms to answer their questions and wonderings. This data may be quantitative data or it could be more qualitative. Data could be focused on student achievement or more related to social interactions. In any case, the teachers and leaders collect and use data in a systematic way to answer their questions.

The Boise State University Professional Year

The activities in your program's field guide were designed to help foster an inquiry stance toward teaching and were designed with the tenets listed above in mind. We encourage you to continue to come back to this page, as you go through your professional year, to remind yourself of the touchstones of your work as a professional educator.

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Teacher Candidate Professional Learning

Teachers engage in continual professional learning to grow as educational practitioners. As teacher candidates, similar expectations are required.

*Interns are **required** to attend four professional learning meetings throughout the first semester of the professional year. Interns are also required to attend meetings with their liaisons.*

INTERNS ~ SEMESTER ONE

- Intern Meeting 1
- Intern Meeting 2
- Intern Meeting 3
- Intern Meeting 4

*Student Teachers are **required** to attend four professional learning meetings throughout the student teaching semester. University and school partners agree that this is an excused professional development day. Student Teachers are also required to attend meetings with their liaisons.*

STUDENT TEACHERS ~ SEMESTER TWO

- Student Teacher Meeting 1
- Student Teacher Meeting 2
- Student Teacher Meeting 3
- Student Teacher Meeting 4

Teacher Candidate Checklist of Requirements

INTERNS ~ SEMESTER ONE

- ☐ Activity 1: Expectations Continuum
- ☐ Activity 2: Letter to Parents
- ☐ Activity 3: Inquiry Focus Activities (completed in Semester 1 PD Meetings)
- ☐ Activity 4: Lesson Planning
- ☐ Activity 5: Formative Observation Cycles
- ☐ Activity 6: Video Recording and Reflection
- ☐ Activity 8: Professional Year Assessment (midterm and end of term) and Individual Professional Learning Plan (end of term)

STUDENT TEACHERS ~ SEMESTER TWO

- ☐ Activity 1: Expectations Continuum (if applicable)
 - ☐ Activity 2: Letter to Parents
 - ☐ Activity 4: Lesson Planning
 - ☐ Activity 5: Formative Observation Cycles
 - ☐ Activity 6: Video Recording and Reflection
 - ☐ Activity 7: Case Study
 - ☐ Activity 8: Professional Year Assessment (midterm and end of term) and Individual Professional Learning Plan (midterm and end of term)
 - ☐ Activity 9: Standard Performance Assessment for Teachers (SPAT)*
 - ☐ Unit Plan
 - ☐ Assessment Analysis
 - ☐ Concluding Reflection
- *See Professional Year SPAT Handbook for SPAT procedures, templates, and rubrics.*
- ☐ Activity 10: Exit Survey

Program Overview

Introduction

The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. The programs provide candidates with in-depth experiences, which include exposure to all grade levels, student shadowing, school culture, traditional classroom teaching, as well as the opportunity to work with diverse student populations. Classroom experience is the link between formal preparation and full-time, independent teaching. Guided reflection of classroom experiences from a variety of perspectives fosters the self-analysis and evaluation skills essential for continued professional development. This field guide presents the organization for the Professional Year, with expectations connected to policy and procedural steps.

The Mission

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College of Education promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.

The Vision

The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary education and related services to improve the lives of individuals in a changing and complex global society.

Continuous Improvement Logic Model

We strive to develop reflective, inquiring professionals who advocate for all learners and possess the capacity for change within inclusive communities of practice.

Field Experience Goals

Teacher education field experiences prepare candidates:

- to enter learning communities rather than isolated classrooms.
- for the full range of a teacher's responsibility.
- to teach everyone's children and not just children like themselves.
- to advance the skills and knowledge of each student in the classroom.
- to enter the classroom as well-started teachers.

Idaho Core Teacher Standards

The foundation of the Teacher Education programs is Idaho's Core Teacher Standards, which are based on national standards for the preparation of teachers (InTASC). Boise State adheres to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers. The assessment of candidate performance and program effectiveness is based on these principles. The Idaho Core Teacher Standards and associated indicators of accomplishment include:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the

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effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

State Specific Standards:

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

**The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.*

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning: The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Idaho Comprehensive Literacy Standards

Standard 1: Foundational Literacy Concepts. The teacher candidate demonstrates knowledge of the following foundational concepts of literacy instruction and their typical developmental progression, oral language, emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics skills, automatic word recognition, orthographic knowledge, fluency, linguistic development, and English language acquisition. The candidate teaches these concepts using evidence-based practices including systematic, explicit, and multisensory instruction. The teacher candidate understands learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions. *(applies only to the following endorsements: All Subjects K-8; Blended Early Childhood Education/ Early Childhood Special Education Birth-Grade 3 and Pre-K-Grade 6; Deaf/ Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12.)*

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Standard 2: Fluency, Vocabulary Development and Comprehension. The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. The candidate demonstrates the ability to analyze the complexity of text structures, utilize a variety of narrative and information texts from both print and digital sources, and make instruction accessible to all, including English language learners. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

Standard 3: Literacy Assessment Concepts. The teacher candidate understands formative literacy assessment concepts, strategies, and measures. The candidate knows the basic principles of formal assessment construction and types of assessments including: screening (Idaho Reading Indicator), progress-monitoring, diagnostic, and outcome assessments (Idaho Standards Achievement Test); appropriate uses and administration; and interpretation of results. The candidate understands basic statistical terminology commonly utilized in formal and formative assessment including reliability, validity, criterion, normed, percentile, and percentage. The candidate uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher candidate demonstrates the ability to use appropriate terminology in communication pertinent assessment data to a variety of stakeholders. *(applies only to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth-Grade 3 and Pre-K-Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12.)*

Standard 4: Writing Process. The teacher candidate understands the benefit of incorporating writing in the content areas. The candidate uses evidence-based practices for teaching developmental spelling and handwriting, written expression, content area writing, and conventions. The candidate understands, models, and provides instruction in the writing process, including pre-writing, drafting, revising, editing, and publishing. The candidate knows how to structure frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats, including the use of appropriate assistive technology. The candidate understands the components of effective writing, the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support. The teacher candidate incorporates ethical and credible research practices into instruction.

Standard 5: Diverse Reading & Writing Profiles - Reading & Writing Difficulties. The teacher candidate understands how reading and writing difficulties vary in presentation and degree. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia. The teacher candidate understands the

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(2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia.

Danielson Framework for Teaching

In accordance with Idaho expectations for both candidates and professional educators, Professional Year learning activities and assessment are aligned to the Danielson Framework for Teaching. This framework is based on well-established definitions of effective teaching. Four domains of teaching comprise this framework. Idaho Core Standards are aligned with these domains:

<i>Idaho Core Teaching Standards</i>	<i>Framework for Teaching Component(s)</i>
1. Learner Development	Domain 1: Planning and Preparation 1b. Knowing and Valuing students 1c. Setting instructional outcomes 1e. Planning coherent instruction Domain 3: Learning Experiences 3c. Engaging students in learning
2. Learning Differences	Domain 1: Planning and Preparation 1b. Knowing and Valuing students 3e. Responding Flexibly to Student Needs
3. Learning Environment	Domain 2: Learning Environment 2a. Cultivating Respectful and Affirming Relationships 2b. Fostering a Culture for Learning 2c. Maintaining Purposeful Environments 2d. Supporting Positive Student Behavior 2. Organizing Spaces for Learning Domain 3: Learning Experiences 3c. Engaging students in learning
4. Content Knowledge	Domain 1: Planning and Preparation 1a. Applying Knowledge of Content and Pedagogy 1e. Planning Coherent Instruction Domain 3: Learning Experiences 3c. Engaging Students in Learning
5. Application of Content	Domain 3: Learning Experiences 3a. Communicating about Purpose and Content 3c. Engaging Students in Learning 3e. Responding Flexibly to Student Needs

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6. Assessment	Domain 1: Planning and Preparation 1f. Designing and Analyzing Assessments Domain 3: Learning Experiences 3d. Using assessment for Learning
7. Planning for Instruction	Domain 1: Planning and Preparation 1b. Knowing and Valuing Students 1e. Planning Coherent Instruction
8. Instructional Strategies	Domain 3: Learning Experiences 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
9. Professional Learning and Ethical Practice	Domain 4: Principled Teaching 4a. Engaging in Reflective Practice 4d. Relational Trust and Collaborative Spirit 4e. Growing and Developing Professionally 4f. Acting in Service of Students
10. Leadership and Collaboration	Domain 4: Principled Teaching 4c. Engaging Families and Communities 4d. Contributing to School Community and Culture 4f. Acting in Service of Students

Admission to Teacher Education

After engaging in the application/interview process for Teacher Education, students will be checked for progress in required coursework (students must pass courses with a C- or better), GPA (cumulative, program, education, and endorsement GPA of 3.0), and dispositions for teaching.

Students will then receive a letter from the interview team that informs them of the status of their admission. Below is the list of the possible admission outcomes:

- **Admit:** a student is fully admitted to Teacher Education with no conditions left to fulfill.
 - **Conditional admit, academic:** a student must have a 3.0 cumulative, program, education, and endorsement GPA and pass the required in-progress courses by the end of the current semester. If all of these requirements are met, the student will then be fully admitted to Teacher Education.
 - **Conditional admit, dispositions:** a student must work with their assigned Faculty Advocate on a plan to address the dispositional issues raised by the interview team. The student will be required to create a development plan and re-interview during the next application cycle.
 - **Denial:** a student is denied from Teacher Education and can re-apply during a later semester. Students have the right to appeal a denial.
- Note:** Conditional admission to Teacher Education still allows students to register for Teacher Education courses and/or Professional Year (e.g., Internship, Student Teaching) for the following semester.

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College of Education / Teacher Education Appeals

Students may appeal to the College of Education for the following reasons:

- If a student is denied admission to Teacher Education or Professional Year, they have the right to appeal that decision.
- For a grade appeal, students should first appeal to their professor. Students may then appeal to the department chair or program coordinator if necessary. After these steps have been taken, refer to the [University Appeals Procedure](#).
- If students have exceeded the maximum repeat policy for a course, they must appeal to continue in a College of Education major.

Appeal Process

- Students must receive a denial letter before they can submit an appeal.
- Appeals go through the College of Education's Professional Standards and Appeals Committee, which is composed of faculty members from both elementary and secondary/Pre-K-12 programs.
- Appeals are due the first Friday of every month and the appeal form and directions are found [here](#).
- If students are required to be cleared for adjudication purposes, they need to follow the adjudication process below.
- If a student's appeal with the College of Education is denied, they have the right to appeal to the Assistant/Associate Dean for Teacher Education.

Adjudication Process

- All students must complete the [Adjudication Form](#) before any field placement experience.
- If a student has a criminal record or a violation of the Boise State code of conduct as indicated on the form, they will be directed to the appeal form for criminal record or code violations.

Faculty/Staff Concerns about students

- If you have any professional concerns regarding a student's dispositions or behaviors related to teaching, faculty/staff can complete a College of Education internal concern form [here](#).
- The form is to be shared with the department chair/program coordinator and Boise State Teacher Education.
- Once a student has **two** concern forms filed, they will be required to meet with their advisor, program coordinator, chair, or Assistant/Associate Dean for Teacher Education. A student may move forward with a performance plan highlighting criteria for success at this point.
- Students must be notified if a concern form has been filed. The person submitting the form indicates the date of notification on the Concern form.
- Faculty/staff may also complete a [CARE form](#) for reporting concerns about a student's overall well-being or access [Student Outreach or Student Assistance](#). There

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are several reporting [forms](#) available to faculty and students.

Admission to Professional Year

After submitting their application for admission to the Professional Year, students will be checked for progress in coursework (students must pass courses with a C- or better, GPA (cumulative, program, education, and endorsement GPA of 3.0), and all required Praxis scores (see individual programs for requirements). Below is the list of the possible admission outcomes:

- **Admit:** a student is fully admitted to Professional Year with no conditions left to fulfill.
- **Conditional admit, academic:** a student must have raised all GPA areas to a 3.0 and pass the required in-progress courses by the end of the current semester. Students may be asked to submit a plan for completing required coursework prior to Professional Year. If all of these requirements are met, the student will then be admitted to Professional Year.
- **Denial:** a student is denied from Professional Year and can re-apply during a later semester. Students have the right to appeal a denial.

Note: Students will not be able to register for Professional Year courses or receive a placement until conditions for admission have been met.

Professional Year Teacher Candidate Expectations

Teacher candidates are associate members of the school faculty and are expected to move into an increasingly professional role in the classroom - capitalizing on opportunities for collegial support and self-development. Candidates are expected to perform in a professional manner and devote full energies to their teaching. They are expected to work collaboratively with mentor teachers and make a positive impact on faculty and students by demonstrating qualities of a professional educator.

The following suggestions are guidelines for the behavior of all candidates during the Professional Year:

- 1) Candidates need to read relevant information (handbooks, schedules, etc.); make notes and ask questions as needed; become familiar with the policies and procedures of the mentor teacher.
- 2) At the beginning of the experience, specific due dates need to be discussed, and a schedule needs to be finalized that works with the plans of the school and/or mentor teacher(s). Any issues that would prevent the candidate from completing their assignments need to be discussed with the liaison as soon as possible.
- 3) Demonstrate proper attitude through dress, behavior and ethics. Candidates are expected to dress in a professional manner at all times. This means being aware of each school's dress code for faculty.
- 4) Attendance and punctuality are an important aspect of professionalism. Candidates are expected to fulfill professional responsibilities across a professional year to successfully complete "student teaching." We recognize unavoidable illness and

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emergencies may occur. Candidates must meet professional competencies despite any missed time due to illness or an emergency.

- 5) Circumstances that prevent the candidate from fulfilling their Professional Year requirements need to be immediately brought to the attention of the liaison in advance of the absence (except in emergency situations).
- 6) Always be prepared; demonstrate a high degree of thorough, organized, consistent planning; allow mentor teachers' existing curriculum and management plans to guide performance. Boise State's purpose is to support teachers' work, not further complicate their lives.
- 7) Reach out to others for ideas, resources, and assistance in the successful completion of your assignments.
- 8) Be mindful that you are representing Boise State and demonstrate relational trust and collaborative spirit. Commit to creating a positive experience for yourself, your students, and mentor teacher(s).
- 9) Attend seminars, orientations, and professional learning meetings.
- 10) Be aware of issues of professional liability. [The Code of Ethics for Idaho Professional Educators](#) makes ethical and unethical conduct clear. For example, do not meet with an individual student in a closed room. Candidates may never give rides to students. Be careful to avoid situations in which improper or unprofessional conduct may be assumed. This is an issue that affects the individual candidate, the host school, the district, and Boise State University.
- 11) Review your digital footprint, including telephone voicemail greetings and social media, for professionalism. Do not engage in personal social media with students or post student information or images on your personal profiles, websites, devices, or accounts in any way.
- 12) Student information is confidential. It may not be shared or discussed outside of the appropriate school environment.
- 13) Develop respectful and collaborative relationships with your mentor(s) and professional year stakeholders.
- 14) Collaborate with your mentor teacher on all communication with families.

Professional Year Interns ~ Semester One:

Requirements for the internship field experience involve the intern as a "student of teaching." Interns are expected to be in the classroom 1-4 days a week, depending on the program, evenly distributed throughout the semester in their partner schools.

Professional Year Student Teachers ~ Semester Two:

Student Teachers are expected to fulfill full-time teaching duties over the course of one semester at a minimum. Consult your specific program for additional information. It is expected that student teachers will work collaboratively with mentor teachers in a co-teaching model.

Policies

Financial Compensation for Teacher Candidates

This section outlines the conditions under which Boise State University teacher candidates enrolled in field experiences may receive compensation from a school entity for services rendered as part of the Professional Year. In all cases it is expected that teacher candidates will follow school policy on employment procedures. In each instance, the process for compensation is initiated by district administration. Teacher candidates may not be placed in a school where they are currently or were previously employed, with the exception of substitute teaching.

In addition to these policies, students are expected to adhere to Boise State's [Student Code of Conduct as well](#).

During the Professional Year Internship

Candidates are encouraged to work in an educational setting. However, because a mentor teacher does not monitor them, the hours are not counted toward fulfillment of university requirements.

During the Professional Year Student Teaching

During student teaching, a candidate may substitute teach and receive remuneration under the following circumstances:

- Student Teachers must complete all of the assignments, seminars, and professional meetings expected during student teaching; and
- At the conclusion, demonstrate they have the knowledge, skills, and dispositions required of a beginning teacher.

Substitute Teaching is:

1. allowed if prior approval is granted by the principal, mentor teacher, and liaison indicating the teacher candidate's readiness to substitute; and
2. limited to a maximum of 5 days, unless prior arrangements are made through Teacher Education in the College of Education Dean's Office; and
3. allowed to exceed the 5 day limit, only after a prior written agreement is signed by the Principal and Assistant/Associate Dean for Teacher Education.

Supervision outside the 50 miles radius

Candidates requesting to student teach outside the 50-mile Boise State University service area need to complete an appeal form unless the placement is in a rural or high needs district.

Changes in Assignment

If changes of assignment schedules are necessary even on a temporary basis, the liaison and Teacher Education representative should be notified by the school partner in advance of the change.

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Liability Insurance

Teacher candidates are covered by liability insurance during the Professional Year. Idaho Code Section 33-1201 states, “A student while serving as a practice teacher under the supervision of a certificated teacher, shall be accorded the same liability insurance coverage by the school district being served as that accorded a certificated teacher in the same district, and shall comply with all rules and regulations of the school district or public institution while acting as such practice teacher.”

Coursework During Student Teaching

It is recommended that student teachers not enroll in additional courses during the student teaching semester. Candidates must appeal to the Professional Standards and Appeals Committee to receive approval for additional coursework. They must be able to balance required coursework with meeting the needs of their students in the classroom.

Teacher Strikes

Teacher candidates have unique positions in the school and may have responsibilities to persons on both sides of the controversy. In light of this, Teacher Education has established the following guidelines for candidates who may find themselves in a school where a “strike” is taking place.

1. Candidates should notify the liaison as soon as possible if a strike in a particular school is imminent.
2. The liaison should notify the Assistant/Associate Dean for Teacher Education regarding the general status of a strike.
3. Candidates should not teach but remain away from the building in a school district during a teacher's strike. The extra time may be spent preparing for classes.
4. Prior to and during a strike, candidates should not engage in any actions that would tend to support or oppose a strike. Do not attempt to cross picket lines.
5. A determination will be made whether a reassignment of the candidate to another school district will be necessary.

Teaching Load

Neither Boise State University nor the State of Idaho requires a specific number of teaching clock hours during Student Teaching. Certification is based upon the completion of the Boise State teacher education program requirements (which have been approved by the Idaho Professional Standards Commission). Competency of the candidate rather than completion of a specific number of clock hours determines success within the teacher education program. Specific requirements may vary among subject matter areas or certification levels.

Final Grade

Assessment is a continuous, cooperative process. The mentor teacher should hold regular assessment conferences with the candidates throughout the professional experience. Problems should be reported to the liaison.

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The liaison and mentor work collaboratively on student progress through the program. Candidates' grades are based on their performance during the Professional Year Internship and Student Teaching. Final authority and responsibility for grading and recording of grades rests with the liaison. A grade of Pass/Fail is assessed and recorded in the Registrar's Office upon completion of the experience.

Ensuring Candidate Support and Progress in the Program

Boise State Teacher Education recognizes the stress and rigor involved in professional year clinical field experiences (internship and student teaching). Teacher education faculty and school partners are committed to and invested in teacher candidate success and well-being.

Both the liaison and mentor teacher maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the candidate performance. Important records indicating progress should be dated and shared with the candidate as each is completed. Candidates should review written comments following classroom observations.

Candidates will be made aware of concerns about satisfactory progress in the program if any problems are identified. A school administrator and the Assistant/Associate Dean for Teacher Education should also be informed as early as possible regarding candidates experiencing problems and given a written description of the nature of the problem(s) or potential problem(s). Candidates identified as experiencing problems or potential problems should be monitored carefully, on a day-to-day or week-to-week basis if necessary.

If there is a conflict of opinions between the liaison and mentor teacher during the student teaching assignment, the liaison should request a conference consisting of the following persons:

- Mentor Teacher
- Principal (when necessary)
- Liaison
- Candidate
- Program Coordinator, Chairperson of the respective department and/or Assistant/Associate Dean for Teacher Education

Principals are the instructional leaders of their schools and have the right to:

- request a candidate transfer of placement; or
- remove a candidate from their school.

The Boise State liaison and the Assistant/Associate Dean for Teacher Education will meet with the candidate to problem solve and determine next steps, which may include the following:

- change of placement
- performance plan
- program exit
- alternate pathways advising

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If a change of placement occurs, time lost between placements may result in extended time in the program and/or classroom.

Performance Plans & Incompletes

In support of student success, Boise State liaisons will design performance plans when necessary in partnership with school faculty and teacher candidates.

- Teacher candidates must demonstrate progress toward successful implementation of performance plan measures. An “Incomplete” may be issued if a candidate has extenuating circumstances that require more support or extended duration of the experience for successful completion of a performance plan.
- No more than three different performance plans across the professional year may be implemented.
- If a teacher candidate earns an “Incomplete” in a clinical field experience course, the “Incomplete” will turn into an “F” once a full academic year has passed.
- Once a teacher candidate has completed the clinical field experience where an “Incomplete” was issued, the faculty will change the grade. The candidate may continue at the next opportunity into the next clinical field experience (i.e., student teaching) as applicable and as time permits.
- Teacher candidates may “add a semester” in such cases where an “Incomplete” goes beyond midterm of the following semester. They will not need to re-enroll in the field experience course or pay tuition twice for the same course (unless retaking an Internship course due to a failing grade).

Withdrawal Procedures

Withdrawal can be:

1. Candidate initiated - It is imperative that the candidate accepts responsibility for checking with the current catalog regarding final dates and follows established university procedures.
2. Faculty initiated
3. School initiated

If a candidate is allowed to withdraw from student teaching with the understanding that they will be allowed to apply for student teaching at a later date:

1. Stipulations must be in written form, dated and signed by the liaison and the candidate, with a copy placed in the candidate’s file in the Boise State Teacher Education.
2. The Professional Standards and Appeals Committee will review the candidate’s appeal documentation to see whether all predetermined conditions have been met. It is the responsibility of the candidate to provide evidence that all conditions have been met. Candidates must attend to established deadlines for appeals and re-application to the professional year.
3. Interviews at prospective sites may be required.

TEACHER EDUCATION POLICIES AND PROCEDURES

Exit from Program

Candidates may earn a failing grade if:

- they do not make adequate progress toward meeting the conditions of their performance plan;
- they earn a score of below a “2” on any component of the end of semester Professional Year Assessment;
- they violate [The Code of Ethics for Idaho Professional Educators](#). Exit from the program because of this can occur at any time throughout the professional year and without a preexisting performance plan.

The candidate should be aware of the [Boise State University Academic Policy](#) which states: ...*student teaching may not be repeated to improve a grade.*

Student Due Process Rights

Students (and faculty) may engage in due process by following the university [academic appeals processes](#) as necessary or desired.

If a candidate withdraws from the Professional Year, and a decision has been made to deny the candidate an opportunity to enroll in student teaching again, they may appeal to the Professional Standards and Appeals Committee. The due process is the same for candidates who are exited from the program. When a decision of this magnitude is made, it requires that the student be given the right of due process. For this to occur, four steps are essential, including:

1. Documentation of a performance plan with guidelines for successful and unsuccessful completion for any dismissal not involving a [Code of Ethics for Idaho Professional Educators](#) violation..
2. A meeting with liaison, Assistant/Associate Dean for Teacher Education, candidate, mentor teacher and partner school representative where progress toward successful or unsuccessful completion is determined.
3. An opportunity for the candidate to present their position and pose questions to those in attendance.
4. A written notice of the decision accompanied by a statement of the facts and the right to appeal.